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ABSTRACT

A study investigated the need and appropriate design for an inservice training program for teachers in a multicultural educational program in the Philippines called "Preparing Refugees for Elementary Programs," or PREP. The PREP program provides classroom instruction to Indonesian refugee children 6.5 to 11 years of age and is administered at the Refugee Processing Center in the province of Bataan. Program objectives included flexible and systematic procedures for identifying and meeting evolving staff training needs, experiential learning and whole language instruction, and development of problem-solving skills. The report outlines the program and reviews relevant literature, then discusses the group-oriented Filipino culture and its implications for such a program, especially for the whole language approach to teaching. A description of the adult learner follows, focusing on adult development within different cultural contexts and implications for teacher training. Methodology used for designing the teacher training program is then described, including formulation and field testing. Results of field testing are reported in some detail, including tallies of participant responses to program components and emphases and recommendations for improved training design in 1990 and 1991. The trainers' manual for the proposed program forms a larger portion of the report, and a final section provides an overall summary of the project and conclusions. An article on evaluating teachers using the whole language approach, the 1987-89 pilot program schedule, and a bibliography and list of references are appended. (MSE)

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A TEACHER-TRAINING DESIGN FOR A MULTICULTURAL SETTING

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MASTERS THESIS
INTERNATIONAL ADMINISTRATION/TRAINING
SCHOOL FOR INTERNATIONAL TRAINING
EXPERIMENT IN INTERNATIONAL LIVING
BRATTLEBORO, VERMONT

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PREP (PREPARING REFUGEES FOR ELEMENTARY PROGRAMS) PROGRAM
WORLD RELIEF CORPORATION
REFUGEE PROCESSING CENTER
BATAAN, PHILIPPINES
AUGUST 1992

FL 020 869

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'Peace, love and understanding are not things you simply wish for; they are things you make, things you do, things you are and things you give to others.'

--- Mother Teresa

Heartfelt thanks to Ronnie Rimando, Lina Hervas, the teachers and supervisors of the PREP program.

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CHAPTER 1

INTRODUCTION

Purpose

This thesis focuses on the development of an in-service teacher-training program for World Relief Corporation, a non-governmental agency doing relief work in the Philippines. World Relief Corporation (WRC) administers an educational program, Preparing Refugees for Elementary Programs (PREP), at the Refugee Processing Center (RPC) sited in the province of Bataan in the Philippines.

The PREP program provides classroom instruction to Indochinese refugee children, aged 6.5 to 11 years of age. These children arrive with their families from Vietnam, Cambodia and Laos. They come to RPC for a six-month processing and orientation period in preparation for permanent resettlement in the United States.

The PREP program was initiated in 1987 through WRC under the auspices of and with funding from the United States Department of State. Administration of the program is carried out by American managers. All classroom instruction and some mid-level supervisory functions are carried out by Filipinos.

Weekly training of the teaching staff in instructional methodologies and skills, as well as orientation to American culture, are mandated by the funding agency. The implementation of this in-service training program is the responsibility of the American Training Specialist and the training staff.

Need For Research

I was hired in August 1989 to be the Training Specialist for the PREP program. I understood that my responsibilities were to conduct an in-service training program for teachers. I needed to determine how to go about doing this.

A training program had existed since the program's inception in 1987. The list of trainings conducted from 1987 through 1989 is contained in Appendix B. Inservice training was offered for a two-hour period weekly to the entire teaching and supervisory staff. Training content was topical and the purposes were orientational. Befitting the needs of program initiation, content and format reflected both staff and management need for a common understanding of methodology and principles of instruction. Training content addressed the need to communicate basic program philosophy and curriculum content, to provide cultural orientation to the United States for Filipino staff, and to fill gaps in knowledge in these areas as the need was perceived by program managers and staff.

Generally, the training had a large-group lecture format, although some variations to this approach (i.e., workshops and video presentations) are evident. Teachers were provided with input. It was assumed that classroom implementation of this input would occur as supervisors worked with their teachers, although there were no procedural mechanisms for facilitating or monitoring this follow-up in evidence.

The program grew and new staff were hired. The disparities in skills, interest and experience between new staff and older staff also grew. The large-group training format could not address these differences. In addition, the presentation of training content appears to have lacked a long-term scope that could drive content focus and sequence for improved continuity and sustained efforts to improve the instructional skills of the teaching staff.

Thus, program growth and development dictated a fresh look at the purposes and function of training within the PREP program in order to identify some sustained focus through which this long-range planning and training continuity might occur. What is it that teachers want to learn or feel they need to learn that will improve their teaching skills in the classroom? How can program and staff needs mesh? What training process can best help teachers do this?

Research to determine the content and design of in-service training, to field-test and evaluate its impact began in September 1989 and was completed in December 1990. Ultimately, a Training Manual for Trainers was developed. This is included in Chapter V of this thesis. The manual grew out of the results of the research. It currently exists as the only written model of the PREP teacher-training program. I hoped to offer future Training Specialists some operating guidelines from which to begin working.

The Training Specialist is an American staff position and factors of ignorance and confusion about Philippine culture are the norm for the person in this position. This makes life difficult for both the Training Specialist and the teaching staff as they attempt to negotiate and re-negotiate working relationships. The long-term impact on Filipino staff is one of discontinuity and disruption.

My hope is that the Training Manual will serve as an orientation and resource to future Training Specialists in order to facilitate the inevitable negotiation process and to maximize the individual's operational effectiveness. I have tried to build into the design a system that can be used to: 1) analyze existing conditions, 2) develop training content and procedures that will serve the needs of the teaching staff, 3) assess the training program's effectiveness in meeting those needs, and 4) reformulate both training design and content for the subsequent training cycle.

Research Design

There were three questions that needed to be answered in order to proceed with the development of a training design.

1. What training process can best facilitate improvement in the daily performance of teaching tasks: preparation and planning for instructional content, instructional delivery of content, classroom management, understanding of philosophical and theoretical guidelines of the PREP program, and assessment of classroom learning and teaching?

2. What training process can best facilitate improved understanding and communication of training content given the variables of different cultural perspectives (Filipino and American) and language?

3. How can the training process facilitate feedback from trainees and program managers to ensure continuing relevance to the concerns of both?

Hypotheses

1. Improved teacher training occurs when:

   A. Training deals concretely and actively with teachers' professional concerns and supports the development of teacher-determined strategies and teacher-tested solutions to these concerns.

B. Training is perceived by the teacher trainees as a valuable and effective resource in helping them to improve their teaching skills.

2. Improved teaching can occur when:

   A. A teacher has a solid theoretical and experiential basis for making educational decisions about the use of instructional methodologies and teaching techniques.

   B. A teacher perceives him or herself as a learner about teaching, and about learners and learning. He or she demonstrates this attitude in exploring and experimenting with ways to improve his or her teaching and the learning of students.

Research Objectives

1. To develop a training design that will facilitate improved instruction in classrooms by:

   A. Offering content that is responsive to concerns expressed by teachers and their supervisors and relevant to program need.

   B. Providing a training structure that provides for both theoretical learning and opportunities for classroom implementation, utilizing the interplay between learning and doing as the fundamental training process.

   C. Implementing the Whole Language approach as an English as a Second Language (ESL) technique in training sessions with Filipino teacher trainees. This should: 1) increase comprehension of content by trainees, and 2) provide a model for the Whole Language techniques being used in PREP classrooms.

   D. Effecting a sense of closure for trainees by facilitating the development of team-generated working models for solutions to the problems that the teachers have posited and worked toward solving during the training cycle.

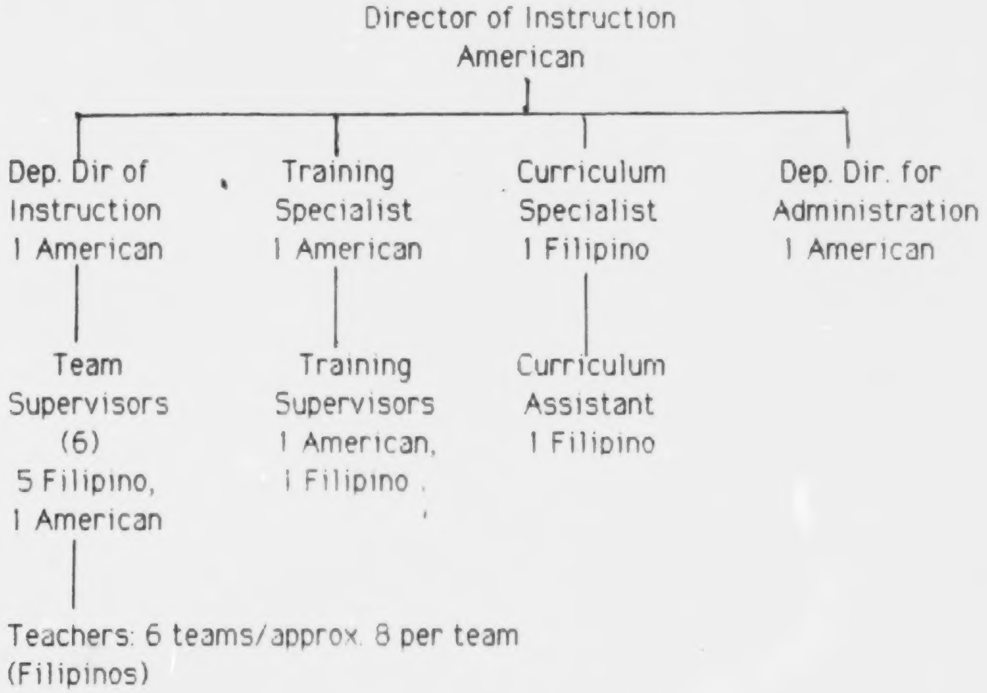
2. To develop a training design that is on-going, self-correcting and flexi-

ble enough to address and accomodate to changing interests, concerns and skills of the PREP teaching staff from training cycle to training cycle.

3. To structure a problem-solving process within the training design that may be utilized independently by teachers in a sustained and sustaining manner as they seek to improve their teaching performance throughout their professional life.

Training Participants

The PREP program staff is organized in the following manner*:


Director of Instruction
American
Dep. Dir of Instruction
1 American
Training Specialist
1 American
Curriculum Specialist
1 Filipino
Dep. Dir. for Administration
1 American
Team Supervisors
(6)
5 Filipino,
1 American
Training Supervisors
1 American,
1 Filipino
Curriculum Assistant
1 Filipino
Teachers: 6 teams/approx. 8 per team
(Filipinos)

*As of July 1992

The training department is composed of the Training Specialist and two (2) Training Supervisors. Responsibilities for all training tasks are divided among the three individuals per direction of the Training Specialist. Trainers plan and work directly with teachers through the team structure and supervisors. Coordination between Deputies, training and curriculum departments is effected by the Director of Instruction.

In 1989 WRC employed sixty (60) Filipino teachers. They were organized into nine teams, each with an American or Filipino supervisor. In 1990, at the time of the evaluation, there were fifty-four Filipino teachers organized into seven teams. Each teacher participated in the initial needs assessment in 1989. Eight teams of teachers, about 50 individuals, participated in the training-cycle field test that was conducted from January 1990 through August 1990 and in the summative assessment of team-level training content in August 1990. All teachers who remained employed by WRC participated in the re-evaluation of the training design in August and September of 1990.

The instructional work day is organized so that each teacher spends 4.5 hours teaching in his or her classroom, Monday through Friday, for an instructional cycle of eighteen weeks, approximately the tenure of the students and their families at RPC. During the remaining 2.5 hours of each work day, teachers meet with fellow team members and their team supervisor to plan and prepare for the subsequent week's instruction and for training.

As previously stated, the PREP program's purpose is to provide classroom instruction for the purposes of orientation to American culture, development of basic literacy and numeracy skills, and acquisition of basic communicative skills in English. Daily instruction is organized around weekly topics. These are called English Language Units (ELUs) and there are eighteen of them. The topics generally parallel concepts and vocabulary taught in social studies and science curriculums from kindergarten through second grade in the United States. They offer language and experiences that deal with concepts of self, family, home, school and community life. The content of the ELU topics provide cultural orientation to the United States and opportunities to acquire vocabulary that will be necessary for basic communication when they are resettled in the United States. Mathematics, art, reading, physical education and science activities for each week are integrated through and by the weekly ELU.

The PREP program advocates the Whole Language philosophy of language acquisition and development for these second-language learners. This approach facilitates experiential and discovery learning for students; teachers function in a care-giving and nurturing manner to reinforce and expand on the developing second language of the child as he or she experiences the world of the PREP classroom and RPC. Instruction is offered through the use of cued and comprehensible English, 'sheltered language'. Special events simulate American school life: field trips, library visits, graduation, parent-teacher conferences and movies. Near the end of the instructional cycle, and before the students leave for resettlement in the United States with their families, teachers prepare a summative profile of each child describing the level of his or her communicative skills, as well as demonstrated capabilities in different curriculum areas. These profiles are sent with the children to their new schools in the United States for the information of teachers there.

Coaching, guidance, supervision and some training are offered by the supervisor to his or her teachers. The Training Department, however, carries the bulk of the responsibility for the training that occurs within and across teams. Training Department staff provide at least two (2) hours of in-service training within the twelve (12) hours that are allotted weekly to team time for preparation and planning.

Ninety percent (90%) of the individuals who are hired as teachers in the PREP program lack an undergraduate background in education. They come from such diverse fields as: communications, the sciences, engineering, fine arts, agriculture, veterinary medicine, nursing, business, etc. The primary requisite for hiring them has been a demonstrated ability to communicate in their second language, English. After a three-week pre-service orientation, these individuals assume the role of a PREP teacher as described above.

Teachers implement a program philosophy that is culturally 'American' in order to teach Indochinese refugee children in PREP classrooms. These students, Vietnamese, Cambodians, and Laotions, exhibit a wide range of native and second-language proficiencies, exposure to prior schooling experiences, and literacy-numeracy skills development. Many of these students have led severely disrupted lives and are dealing with difficult family and personal issues as well. All of these conditions --- an unfamiliar curriculum and pedagogical approach; lack of prior teaching experience on the part of the teacher; students who possess a wide variety of backgrounds, skills and unresolved personal issues; lack of a common language in the classroom --- make for a demanding and challenging work situation for the PREP teacher.

PREP program managers try to provide service mechanisms to help the Filipino instructional staff to implement strategies that will achieve

PREP program purposes as they work in the conditions described above. There is a small teacher-supervisor ratio, provision of 2.5 hours daily for supervisory guidance and support for lesson planning and preparation, on-going monitoring of teacher performance in the classroom, as well as training given informally by supervisors and more formally by the Training Department staff.

CHAPTER II

REVIEW OF THE LITERATURE

The Whole Language Philosophy

The Whole Language approach is the philosophy that the PREP program has adopted as its approach to the instruction of Indochinese refugee students during their stay at RPC. Filipino teachers are asked to implement methods of instruction which reflect this philosophy.

A description of the Whole Language approach, as well as the teacher attitudes and behaviors it suggests, follows. An understanding of the philosophy, and the teacher attitudes and behaviors it informs, provides a perspective from which to view PREP teacher-trainees as they try to understand the principles and implement the practices in their classrooms.

The Whole Language approach has grown out of the cognitive development schema described by Jean Piaget, a developmental psychologist. Piaget has identified a process of development that reflects the interplay of inevitable neurophysical maturation and environment through four stages of cognition; these levels are briefly described here.

> Sensori-motor stage (birth to two years). The child lacks the symbolic function and is unable to evoke the representation objects in their absence.
>
> Pre-operational stage (two to six years). With the acquisition of language, formation of symbolic play, and mental imagery, actions are internalized and become representative. Conceptualization begins at this stage, but thought is still prelogical and preoperational, lacking reversibility and conservation.
>
> Operational stage (Approximately seven to eleven years). Mental operations become functional. The emergence and coordination of operations and relations allow the child to conserve quantity, weight and volume. Thought, however is still tied to concrete objects. Ability to reason in terms of hypotheses before knowing that they are true or false is not possible.

> Formal stage (approximately twelve to fifteen years). This stage is characterized by the ability to reason hypothetically. Hypothetical reasoning implies the subordination of the realm of the possible, and consequently the linking of all possibilities by necessary implications that encompass the real, but at the same time go beyond it. This is the highest stage of the cognitive structure.[1]

Piaget's premise is that cognitive maturation is a series of stages, and that development through these stages is inevitable. Learning is a maturationally-driven process within each child and education simply facilitates that process. The Whole Language approach "is a developmental language model based on the premise that youngsters acquire language as naturally as they learn to walk and talk when they are invited to engage in self-motivating activities that are stimulating, interesting, socially meaning-based, purposeful, interactive... and enjoyable."[2] The role of the teacher is to provide the time, resources and opportunities for interaction which will facilitate the natural development of language. "Preschool children, therefore can ... learn how language interrelates as they use it in functional situations to receive or communicate meaning." [3] The task of the teacher is to "provide holistic learning situations (by) creat(ing) an environment which invites youngsters to participate naturally in the various experiences with language."[4] The teacher assumes a facilitator role, creating conditions that maximize the functional use of language. Heald-Taylor says:

> Holistic instruction requires extensive knowledge in language development, observations, recognition of developmental stages, facilitation strategies such as conferencing, and a sense of timing to ensure that instruction is based on individual needs of students ... Evaluation is conducted through observation of language growth by documenting actual behaviors of children as they engage in various language situations. [5]

The Whole Language approach was originally conceived for use with students who were learning to speak, read and write in their native language. Heald-Taylor applies it in the ESL classroom where students are learning a new language. She maintains, "learning strategies are child-centered, causing youngsters to continually experience and use language to think and seek meaning."[6]

The characteristics of a Whole Language classroom are such that it is a place where children can encounter language in ways that reflect everyday usage, and where children select learning experiences from a variety of open-ended instructional invitations. Teachers trust to the decision-making capacities of their students --- that students will learn and experience what they are cognitively ready for. Teachers see their students' experiences as a source of information from which to make valid curriculum decisions.

> Teachers are participants, guides and learners in their own classrooms. Whole Language classrooms capitalize on the social nature of learning and provide opportunities for students to learn from each other. Whole Language classrooms encourage reflection: teachers and students alike are provided with chances to reflect upon their own learning and monitor their own growth. Whole Language classrooms can empower all participants as both teachers and learners --- all participants collaborate to establish the lesson.[7]

Harp describes more specifically the teacher's role, and offers a set of guidelines by which to gauge teacher behaviors as they implement the Whole Language approach in their classrooms.

> The teacher spends more time on creating an environment ... (rather) than in direct instruction.
>
> The teacher is more likely to have melded into a group rather than be positioned in front of them, lecturing ...
>
> The classroom is student-centered and teacher-guided rather than teacher-directed. Whole class instruction ... isn't the norm.
>
> The environment created invites children to use reading and writing for authentic purposes.
>
> The teacher has created an environment that invites children to explore, to experiment, to investigate --- to take responsibility for their own learning.
>
> There should be evidence that the teacher has handed over much of the responsibility for learning to the children.

> Evidence, also, that the teacher understands that his function is to create an environment that will take the child further along the learning path than the child could achieve by himself.
>
> The Whole Language teacher's focus of attention is on the degree to which children are mastering strategies in a process-oriented classroom.[8]

The teacher is a learner, and operates from solid knowledge bases in the areas of linguistics and language development, psycholinguistics, sociolinguistics, anthropology and education. "The teacher ... is an observer of children, and is able to describe where each child is along a developmental continuum toward becoming a mature reader, writer and thinker."[9]

Implications for teacher-training

1. This model of student-centered education, based on a Piagetian schema of child development, is western in its orientation and may be contrary to the teaching-learning model extant in the Philippines.

2. Understanding of developmental theory, educational practices and principles are fundamental to the implementation of this approach.

Filipino Culture

Some understanding of Filipino culture is necessary, particularly in the areas of child care, learning, educational structure and social development. This can provide the Training Specialist with an awareness of his or her trainees as learners and teachers who bring certain perspectives and values to their work.

Smooth Interpersonal Relations

Daily survival in the Philippines is a challenge for many Filipinos. Lack of money, lack of work, lack of food are ever-present threats to life. Filipino culture seems to rest in a fundamental recognition of limited resources and limited power for a majority of the population. "In a physical environment plagued ... by epidemics and typhoons, a fatalistic attitude toward controlling nature is realistic."[10] Nature, history and economics appear to have taught the Filipino that he has little control over what happens to him in this life. He feels a sense of powerlessness and a lack of self-confidence in his own abilities; he passively accepts and 'copes up' with life's circumstances as he and his family are best able.

Survival is only ensured through membership in a group. A strong group orientation reflects concerns for "the welfare of the lowliest members, an equitable distribution of the fruits of labor, reciprocal material aid, moral support in times of crisis and emergency, and the guidance and indoctrination of younger members into the group."[11]

This strong in-group orientation pervades every aspect of the Filipino's life, resulting in his interdependence with and dependence upon significant others and their good will. It is an interrelationship characterized by strong and mutual loyalties, mutual assistance, and great investment in the maintenance of the group as a group. This in-group orientation has been called 'SIR' or Smooth Interpersonal Relations.[12] It is defined as:

> A facility for getting along with others in such a way as to avoid outward signs of conflict ... it means being agreeable under difficult circumstances ... a sensitivity to what other people feel at any given moment and a willingness and ability to change tack (if not direction) to catch the slightest favoring breeze.[13]

Conflict avoidance and preservation of peace is to be nurtured at all costs. "The Filipino ... seeks harmony through a blurring of differences and agreement not to disagree, at least not openly."[14] Since one is, foremost, a group member and representative, openly acknowledged disagreements can affect the entire affinity group structure and dealings with other groups. The consequences can escalate far beyond the involvement of the original protagonists. Control of aggression is important because of the close proximity in which most Filipinos live and work. Individual acts become family or group concerns. Therefore,

> any achievement of surface smoothness (in a group) is through careful, constant monitoring and nearly transparent deviousness to obscure difficulties ... The very emphasis in the Philippines on smoothness and care in interpersonal relations shows how difficult they are.[15]

Acuna suggests that cultural demands for social sensitivity may interfere with the ability to carry out analytic tasks. "A socially adept field-sensitive student may find social cues distracting in a task situation requiring independent and analytic behavior."[16] The exigencies of personal relationship may take precedence over, and may structure the manner in which it occurs.

Implications for Teacher-training

1. Utilization of the present team structure as a forum for training, i.e., team-level training, would appear to be culturally appropriate. Trainer can tap into pre-existing modes of cooperation and mutual support.

2. Communication between team members, as well as between trainer and team members, may at times be structured more by the need for group harmony than by a need to solve a problem.

Child-Rearing Practices

The primary importance of group membership is a central factor in child-rearing practices.

> Security is sought through interdependence ... dependence and conformity are most commonly attributed to child-rearing practices which are viewed as over- protective, indulgent and authoritarian with little emphasis on training in self-reliance, independent decision-making or individual responsibility.[17]

Dependence upon others appears to be reinforced; control and authority exist outside the individual.

> During the formative years of children ... a belief may be engendered that without extra help they are unable to cope. (The) authoritarian nature of the social and family situation is reflected in one's attitude toward God and the church.[18]

Child-rearing practices focus on the control of overt aggression and hostility. Shaming and being shamed (Hiya) is the means by which conduct is shaped.

> (Hiya is) a painful emotion arising from a relationship of inhibiting self-assertion in a situation perceived as dangerous to one's ego --- inadequacy, anxiety, loss of self-worth ... It is felt only in face-to-face encounters, involving someone whose opinion is important ... who can dispense approval or disapproval --- thus inflating or deflating one's ego.[19]

Shame, therefore is a reaction to the disapproval signals demonstrated by another member of the group. However, "it can hinder social progress by inhibiting social communication, imposing conformance and discouraging entrepreneurship and autonomy."[20]

Children learn that one is dependent upon the group for physical and emotional security. Acceptance by others, yielding to the will of the majority, respect for and approval by authority figures and society, emotional closeness to family and affinity groups are important things to learn how to obtain and sustain.

> (The Filipino female is) reserved, soft, yielding, loyal, enduring and anxious to please ... (The male will be) cool, cautious, inoffensive, pleasant, easy-going, incapable of anger, passive, resigned, conforming, enduring, emotionally controlled, impoverished and compliant to a social and environmental world that is both hostile to his needs and beyond his control.[21]

Implications for teacher-training.

1. Self-expression and self-reliance of individual trainees in the training sessions may be difficult to obtain. Independence from trainer direction may also be problematic.

2. Implementation of training input in classrooms may be hindered by unwillingness to take risks.

3. Investment in training and appropriation of training input may be based more on a social committment than on truly felt need and desire.

4. Feedback and sharing may be hindered.

5. Implementation of instructional approaches designed to increase refugee student independence and autonomy in the classroom may be affected by cultural values of the Filipino teacher for conformity and security.

6. Filipino teacher trainees may assume authoritarian roles in managing behaviors and in the use of instructional technique. Facilitating student independence and self-direction may be hindered.

Cognitive Styles

Jasmin Acuna, author of The Development of Thinking Among Filipinos, says that all stages of cognitive development in children as described by Jean Piaget occur in all cultures, but that the timing and the fact of their appearance may vary. A fuller description of Piaget's stages of cognitive development are found on pages 8 and 9. Although "research literature supports the premise of the invariance of the stages of cognitive development across cultures,"[22] Acuna's own research among rural and urban Filipino school children suggests that cultural milieu is a large determinant as to when and if those cognitive stages emerge. She states, "cultural milieu affects the experience of (these Filipino) adolescents in such a way that their capacities for abstract reasoning remain unrealized."[23] She describes a high level of performance among these same students in the "ability to infer the emotional and internal states of significant persons in the environment ... (which) has definite survival value for (people) living in a complex social network."[24]

Tomas Andres, author of Making Filipino Values Work For You, suggests that the Filipino generally focuses on the concrete experience of the conscious past or present and reacts to it; focus on a future or unrealized condition through visualization and planning, and follow-through to realization is less frequent. He sees the Filipino as the possessor of fatalistic rather than manipulative attitudes toward life, with norms that are authoritarian and conservative rather than libertarian and risk-taking. Andres suggests that Filipinos generally initiate thinking about something given the impetus of the existing situation, rather than in the realm of abstract possibility. Filipinos function predominantly in a reactive and receptive fashion rather than in a proactive, 'planning ahead' mode that seeks to inform and guide and implement present action toward a future vision.

> Many Filipinos do not have the habit of devising beforehand or anticipating a step-by-step approach to attaining whatever goals they may desire ... There seems to be a widespread resistance to thinking ahead which can be a symptom of an acute case of mental laziness. They put too much faith in quick-fix solutions.[25]

Filipinos appear to react to and survive the events that impact them. Andres states, "As a people, Filipinos think better and become inventive when confronted with a difficult situation."[26]

Acuna suggests that Filipino teachers utilize concrete experience as a basis for teaching their Filipino students about abstract ideas. "Teachers must therefore utilize concrete props, visual aids and actual experience to teach abstract ideas."[27]

Implications for teacher training

1. A training process that emphasizes and uses the instructional experience of PREP teachers, rather than the presentation of abstract theory, would appear to be an appropriate approach for training cross-culturally and as an ESL and Whole Language technique.
2. PREP teachers may need considerable guidance in planning instruction.

Field Dependence

"Filipinos are likely ... to be more external and less internal in their perceived locus of control."[28] This is called field-dependence. "Field-dependent styles (of learning) seem to be favored in cultures that emphasize sharp, clear role distinction and social control ... (and) follow strict child-rearing practices that emphasize obedience and parental authority."[29] Lorge suggests that field-dependence hinders the development of analytical thinking as a cognitive style.[30]

Language and Communication

Most Filipinos are at least bilingual. First, a person speaks the dialect of the region from which he or his family come. Secondly, he or she may speak Pilipino or Tagalog, the national language now being used in the public schools as the medium of instruction. Until recently, all academic subjects were taught in English, with Pilipino as a second-language course. Presently, both mathematics and science are taught in English because the vocabulary for the concepts does not exist in Pilipino.

English, as a third language, is also spoken by many people. The English language was introduced as the medium of instruction by the Americans at the close of the Spanish-American War.

Additionally, a person may speak another regional dialect, depending on the nature and frequency of his out-of-region contacts and family migration patterns.

Pilipino (or Tagalog) lacks many of the abstract terms that one associates with abstract thinking (i.e., scientific terms). As a result, the Filipino must utilize English to express those abstractions absent in his own language when called upon to do so. Language is a way of structuring experience and one's perception of it. It reflects a cognitive system of knowledge and belief that encapsulates values and modes of perception. Language also structures the way in which norms and values are taken up, attitudes and behaviors are exercised. "Thinking in Tagalog, but expressing oneself in English results in a lack of power of expression, imprecision, lack of self-confidence and stunted growth in one's intellectual powers and ability to abstract."[31] Filipinos are themselves second language learners of English, and abstract concepts may be subject to misunderstanding and misinterpretation.

Implications for teacher training.

1. PREP teachers are English-as-a-second-language learners. It is important to ensure their comprehension of the educational concepts under discussion and in use. Use of the experience-based Whole Language approach with teachers as trainees can be effective in achieving this understanding.

Education in the Philippines

Andres cites the following statements as characteristic of the passive attitude that the Filipino educational system engenders in its students. PREP teacher-trainees are products of this system.

> Passive acceptance of ideas is more desirable than active criticism.
>
> Discovering knowledge is beyond the power of the student and is, in any case, none of his or her business.
>
> Recall is the highest form of intellectual achievement with the collection of unrelated facts as the goal of education.
>
> The voice of authority is trusted and valued more than independent judgments.
>
> One's own ideas are inconsequential.
>
> There is always a single, unambiguous right answer to a question.[32]

Andres adds:

> With obedience (to authority) as a way of life, there is a non-questioning stance in homes and in the classroom as well. The role of the student is to guess what the teacher had in mind when she asked the question and there is a right answer that she is expecting.[33]

There appears to be limited effort on the part of the teacher directed toward active involvement of the student in his own learning and the development of critical and higher level thinking skills or problem-solving attitudes. Acuna suggests that higher-level thinking skills can be facilitated by a change in how teachers teach. She makes the following recommendations:

> Filipino students could benefit more from teachers who are warm and personalistic in their teaching styles.
>
> Teachers should utilize concrete visual aides and actual experiences to teach abstract ideas.
>
> Students perform better with cooperative group work rather than with an individualistic approach.
>
> What is taught should be oriented toward what they can apply in their daily lives.[34].

It has been suggested by Church that, "there needs to be a de-emphasis on rote learning in schools in favor of problem-solving and group discussion approaches. Students need to be taught to express themselves."[35] The use of language as a vehicle for thought-formulation and as a vehicle for communication of thought in Filipino schools appears to be limited.

Implications for teacher training

1. Teacher participation in training may be minimal and passive. It will be a challenge to the trainer to obtain active involvement from trainees.
2. Teacher trainees may rely on the trainer, rather than on themselves and their experiences, in making educational decisions in training and in their classrooms.
3. Teachers may not wish to assume responsibility for their own learning, indeed may not know how to go about doing that.
4. If teachers teach in the way that they have learned, then how will PREP teacher trainees understand the concepts and assumptions of the Whole Language approach? How will they implement the approach in their classrooms?

The Adult Learner

Planning for the instruction of adults has grown out of the precepts of instructional planning for children.

Cognitive learning in children reflects the irrevocable maturation of biological and neurological systems as they interplay with a variety of environmental and experiential factors. Cognitive change is inevitable in all neurologically intact children. Research in developmental psychology has helped educators to foster cognitive growth by: 1) identifying and defining stages and manifestations of biological and neurological growth, and 2) facilitating timely experiences and appropriate environments.

Planning and instruction of adults replicates this process. Manifestations and stages of cognitive development --- the interplay of biological, neurological, social and environmental factors --- are identified, timely experiences and appropriate environments are facilitated.

Piaget has identified four stages of cognitive development in children:

the sensorimotor stage (0-2 years of age), the pre-operational stage (2-6 years of age), the concrete operational stage (7-11 years of age) and the formal operations stage (12-15 years of age). These are described in greater detail on pages 9 and 10.

Piaget identifies the formal operations stage as the highest level in the cognitive structure. This stage is characterized by the ability to reason hypothetically. Hypothetical reasoning occurs when conceived possibilities are linked with posited implications in order to problem-solve. Hypothetical reasoning occurs, with language as its vehicle, within the realm of abstracted experience that is beyond concrete reality.[36] Piaget has stated that this achievement of cognitive maturity occurs through a process of assimilation and accomodation of new information --- through the "interaction of the various neurophysiological structures (of the learner) and socio-physical-cultural environmental structures (of his world)."[37] New information is acquired and integrated, in new and individually processed forms, as it accomodates to prior learning and experience. Piaget (1972) suggests that:

> 1. All normal people (can) attain the highest level (of cognition) at least by the age of 20.
>
> 2. Demonstration of formal operations may differ among individuals according to area of specialization.
>
> 3. Formal operations, unlike concrete operations, are free from their concrete content.[38]

Koplowitz (1978) and Arlin (1975) suggest yet an additional stage of cognition that emerges within the realm of adulthood. They have labeled this stage, respectively, 'unitary operations' or 'problem finding'. "This (unitary operations) occurs when one's conception of reality exists within a systematic frame-work that is synergistic and gestaltist in nature, as the whole is always greater than the sum of its parts ... involving problem-finding.[39] Problem-finding as described by Koplowitz (1972) suggests that the adult attains a sense of gestalt, or wholeness, that not only structures problem-solving formal operations, but more importantly, informs the value and significance of the problem within a greater whole as it approximates the achievement of that greater whole, the gestalt. A sense of discrepancy between current reality and posited ideals, as well as a sense of continuing approximation of solutions toward a posited ideal occurs when one is able to problem-find. Arlin (1975) suggests that:

> formal operations (problem-solving) is a necessary, but not sufficient, condition for the problem-finding stage. The data supported the primacy of relations and systems questions, which are seen as related to combinatorial thinking and the systematic manipulation of one variable in a set with all other variables held constant. The relations and system question in turn seems to occur logically prior to implication and transformation questions, which are characteristic of high problem-finders.[40]

Koplowitz and Arlin thus see the problem-finding operation as the highest stage of cognitive development.

The complex cycle of assimilation and accommodation of experience to thought and thought to experience from childhood through adulthood is the process by which these cognitive operations are acquired and exercised.

> Piaget's emphasis on assimilation and accommodation, along with the concept of information as an 'aliment' that nourishes cognitive structures, seems to provide a sufficient range of opportunity for consideration of adult experience in a theory of adult cognition.[41]

Perkins (1974) describes four characteristics of effective learning in his Cognitive Field theory. He states:

> The effective learner needs four kinds of abilities: 1) the ability to involve oneself fully and openly in new experiences; 2) the ability to consider that experience from many perspectives; 3) the ability to create concepts that integrate observations into sound theories; and 4) the ability to use such new theories to make decisions and solve problems.[42]

Perkins suggests that openness to new experience and risk-taking are fundamental attitudes which provide the learner with an ever-encompassing gestalt with which to integrate present experience to thought and vice-versa.

The term 'andragogy' (Knowles, 1973) has been used to describe a process that can facilitate this learning cycle. Knowles suggests that the following capacities are essential for the life-long learner.

> The ability to identify data required to answer the various kinds of questions encountered and formulated.
>
> The ability to locate relevant and reliable sources of data.
>
> The ability to select and use data efficiently.
>
> The ability to organize, analyze and evaluate data to get valid answers to questions.
>
> The ability to generalize and apply and communicate what has been learned.[43]

Acknowledging the importance of the problem-finding stage (Arlin and Koplowitz) as an additional stage of cognition particular to adulthood, I would include it along with the five abilities suggested by Knowles. This ability to formulate questions may possibly be the first and most fundamental strategy.

Evens (1981) has proposed a model of the adult learning process that is essentially a description of the accommodation-assimilation schema offered by Piaget. She describes a sequence by which new information is processed by an adult to eventually become integrated and itself the basis for gathering of new information.

> Attention. Registry of new information due to the selective interests of the learner. This is related to and bound by related thoughts from the learner's crystallized intelligence and retention system.
>
> Differentiation. The new idea is related by memory to what the learner already knows about the topic. (The teacher can help the learner analyze the relationship of the new idea to prior interests thus facilitating maintenance of learner attention.)
>
> Structuring. The learner then finds a place for the new idea in the memory of the prior experience once it has been differentiated according to its uniqueness and/or similarity to other ideas. Learners often keep asking questions to derive their own individual structure of the idea. Whole new ideas may be attached to similar ideas for a short time

> while more is learned upon which to build new structures in the memory system.
>
> Analyzing. What is the idea really about? If there is a promise of reward or benefit, then an attempt is made to question its potential for other uses, or reasons to know the idea.
>
> Integrating. The idea has promise and is perceived as helpful. If the new idea is burdensome and/or integration cannot take place easily, learning ends.
>
> Generalizing. Abstraction of the idea's potential: the uses of the idea become the probability or possibility of future memory needs; the idea becomes part of the retention system.[44]

Relevance, feasibility and value are assessed automatically and internally by a learner at each step of the learning process. Is it important ... to me? Is it related to something I already know and have questions about? Why is it important? What benefits will I derive? Is it do-able? Does it really work? If it is important to me ... how can I make it work? Srinivasan describes it as part of the problem-solving process:

> Does the condition really cause problems? What makes it a problem? Is it our problem? How does it affect us? Is solving the problem a priority for us? Which solutions are best? What can we do individually or jointly?[45]

Implications for training teachers.

1. If training can address real needs and experiences of teachers, it is more likely to be effective.

2. Trainees can be helped to utilize their problem-solving capacities, as individuals working cooperatively, to generate successful and valuable solutions to issues, or approximate achievement of solutions.

3. Training should offer opportunities for practice of what has been learned. It may be possible to utilize a problem-solving process that is based in the use of past and present instructional experience.

4. There needs to be a way for trainees to analyze and evaluate their

strategies so as to identify those that effect the desired solution, eliminate and/or modify counterproductive strategies and identify alternative strategies. There also needs to be a way to reaffirm the perceived benefits of the solution.

Adult Education

Continuing education is one vehicle by which adults achieve valued goals, such as improved performance, extended competency or the learning of new skills. Houle (1981) found that 83% of the individuals he sampled, participants in continuing education programs, cited some past or current change in their lives as the cause for seeking further education.[45]

Transition brought about by a change appear to precipitate awareness of a discrepancy between current levels of knowledge and skills and those that may possibly be needed to function in changed circumstances. This serves as strong impetus for additional learning.

Continuing education, then, becomes the instrument by which one achieves some end such as improved performance and competence. The value of continuing education thus lies in its presumed and ultimate usefulness to the learner. Since most continuing education programs are voluntary in nature, their success will depend on how well the goals and educational strategies employed address the perceived needs and purposes of the community in which they operate and the population they serve.

Long (1983) reviews a variety of program models which attempt to explain or predict degrees of participation. He lists the following factors as common elements that are predictive of participation.

> Adult education must serve purposes that address the needs of the learners.
>
> The purposes must be highly valued by the learners.
>
> The benefits must be competitive (against benefits derived from involvement in an alternative activity).
>
> The structures and procedures employed must not be barriers to participation.[47]

Participation depends upon client motivation and involvement, and the agency's ability to meet client-identified needs with information perceived by him or her as useful and usable. Self-motivation and investment by the adult learner is fundamental. When educational content grows out of learner-expressed needs, investment may follow and motivation is present.

Learner perception of a problem, openness and motivation to change appear to be fundamental and crucial ingredients in the adult learning process. "The extent to which an adult is positively or negatively oriented toward new learning experiences may be more important than the specific abilities they bring to the situation."[48] Benefits may be tangible or intangible, but they must be felt and so worth the time, effort and funds that have been invested by the adult learner.

Relevance to client need and effectiveness in meeting that need are essential ingredients for client participation. Willingham (1987) suggests that assessment can play a vital role in both determining need and in evaluating the service of that need by continuing education programs. Assessment has three essential obligations in the service of adult education programs:

> To develop a sensible rationale for the experiential learning that is consistent with the institution's mission, reasonable in relation to its resources, and useful to its intended clientele.
>
> To translate that rationale into workable policies, guidelines and operating procedures that are made clearly known to all students and interested parties.
>
> To insure that those policies, guidelines and procedures are followed with reasonable fairness and consistency and produce useful outcomes.[49]

At first glance, this appears to be a formidable task, and perhaps not one that is totally the responsibility of an assessment program; however assessment can, in fact, gather the information that is needed in order to perform all of these tasks.

Assessment can be used as an aid in reviewing and possibly improving an existing training program. It can be used to develop a series of guidelines for a new program. It can be used as source of suggestions for possible ways in which to improve training programs. It can be a means of bringing important issues to the attention of program managers. It can provide a framework for informing others of training principles and practices as they relate to achievement of identified work goals.[50]

Formative and summative assessments are both vital to training program. Formative assessment refers to the initial information-seeking process used to determine need and examine resources in order to formulate a training program. Summative assessment refers to the final evaluation made in order to determine how well the posited outcomes are successfully achieved. In a cyclical training process, formative assessment can play a valuable role in maintaining and updating a training program in order to ensure that it remains relevant and viable, both for the client and the organization.

Implications for teacher training. A teacher-training process based on this model of adult education needs to include:

1. Identification of trainee needs vis-a-vis the development of their teaching skills.

2. A way in which to make changes in the delivery system so as to make it more effective and relevant as needed.

3. To insure coordination of training efforts with program need and support.

Teacher training.

Lieberman and Miller write about the day-to-day life of the teacher in American public schools and the implications that that life has for teacher training.

> Teachers are best viewed as craftspeople; the reality of teaching is of a craft learned on the job ... teaching makes sense as a messy and highly personal enterprise for it concerns itself with the making and remaking of an object until it satisfies the standards of its creator ... Practical knowledge is lodged

> in the experiences and practices of teachers at work within their classrooms. It is to other teachers and to oneself that the novice must turn for practical ideas ... to concentrate on products and processes; to draw on experience (rather than research).[51]

These authors view teaching as a professionally lonely experience. "Teachers have to learn by teaching; techniques, sensitivities and insight (develop) from trial and error and are learned in isolation from peers."[52] They suggest that there need to be mechanisms of support for continued teacher learning and improved teaching, as well as ways to make it a more cooperative effort.

> Well-developed ideas need time to be adapted to classroom life ... and underdeveloped ideas need discussion, activities, trial and error, and time to work on them through experiential means. Both need supportive conditions, often in-class personalized help particularly from peers and moral support from the principal.[53]

The conditions under which PREP teachers learn are similar to those described by Lieberman. It is necessary for the trainer to address questions of relevance, value and feasibility for teachers. The training process can provide a structure wherein the traditional trial-and-error approach as described above can be used as a vehicle for experiential learning that is cooperative.

Knowles (1973) describes an experiential, learner-posited and problem-centered education or training process that was utilized as a guideline for the training design developed for PREP teachers. Fundamental to it is the trainer's awareness that information which is perceived by the learners or trainees to be both useful and beneficial needs: 1) to explain phenomena that are encountered by them, 2) must somehow help in the solution of problems encountered, and 3) must be translatable into operational principles.

The focus of PREP training is to improve teaching skills among PREP teachers. To do so, it would appear essential to structure a two-part process wherein new information acquired in a training input phase would be applied by individual teachers in their classrooms. These two facets would operate cyclically --- as practice informs theory and vice-versa --- throughout the training cycle.

The issue of feasibility needs particular attention. Learning is experiential. "Information must be moved from the frontal lobe (thought and symbols) to the cerebellum (impetus to action) to be retained for discussion and application of new knowledge."[54] Activity is the realized manifestation of thought; it provides a basis upon which to determine feasibility as well: How does it work, really?

Teaching behaviors can become the focus of training. Changes in teaching behaviors are events that can be documented, discussed and renegotiated. Fournies advises: "Behavior is the only thing you can deal with. You can see it when it is bad, you can measure it and you can talk about it unemotionally. You can see it when it changes and you can measure it after it changes."[54] Focus on behaviors as the means by which theory and understanding can be implemented, observed, discussed and assessed provides trainees with opportunities to practice what they are learning and to form a common well of experience to be shared with other teachers.

Knowles (1973) offers a training framework that can capitalize on mutual planning and assessment-based determination of trainee needs. He suggests that the (trainer) will need to:

1. Set a climate for learning.
2. Establish a structure for mutual (student-teacher) planning.
3. Diagnose the learning needs.
4. Formulate directions for learning.
5. Design a pattern of learning experiences.
6. Manage the learning experience.
7. Evaluate results and rediagnose learning needs.[56]

Developing the training design and identifying training content is a negotiated process between trainer and trainees. Physical arrangements need to be such that they facilitate the participation and interaction of group members. The trainer acts to guide, but may also be a group member. The goal is to decrease the instructor's visibility as the only source of input. The interaction helps group members to identify and generate common expectations and aspirations for the group.

A needs assessment can focus on identification of content and identification of process. It initially provides trainers with some understanding of teacher-trainees' perspectives, needs, concerns and goals. "The common sense understandings which teachers have of their problems bites deeper into reality than do the meanderings of most theorists. Teachers do well to insist that any program ... shall include their common sense insights."[57]

The training session can be characterized by a focus on the content through the interaction of trainees and trainer. A positive and supportive environment needs to be felt by all participants. A sense of affiliation and interpersonal warmth, feelings of mutual respect and shared responsibility are important working understandings for all involved.

The purpose of the educational activity affects the selection of training techniques to be used. Adults appear to prefer interactive learning activities to lengthy lecture, but may desire some guidance of the activity to keep the discussion focused. They may require, also, some advance organizers that will help them focus on specific learning objectives and content. The agenda should provide for ideational scaffolding that will "bridge the gap between what the learner knows and what he needs to know before he can successfully learn the task at hand."[58] The agenda should reflect advance planning with clear specifications of roles, mutually established learning goals, specified body of content, specified pace and sequence of activities, clear task responsibilities, provision for feedback and its incorporation into future planning.

> Experience and experimentation with training content are an additional component with follow-up opportunities for in-class practice. Feedback and encouragement are important for teachers[59] ... (and) encourage trying out new ways of doing things in the classroom.[60]

In her book, Active Learning, Elizabeth Jones contends, "I do want (trainees) to learn theory, to learn it so well that they can use it ... I want students to do theory."[61]

Thibodeau (1980) has described instructional experiences that are perceived by adult learners to have aided their learning: visual presentations, practical information, relaxed atmosphere, working with the same level of learners and an environment where their experience was valued. Learner-planned learning, demonstration, methods to 'save time', expression of explicit expectations and the communication of principles instead of facts were perceived as helpful.[62] Adult learners also identified the instructional methodologies they preferred: demonstration, small group discussion, group study, visual presentations and hands-on activities.[63]

Lieberman and Miller cite a study done by Stallings (1981), Changing Teacher Behavior, in which he describes key ingredients of the training process:

1. Personalized feedback to teachers.

2. Research findings are translated into classroom activities.

3. Teachers are challenged with specific ways of improving their teaching.

4. Workshops focus on specific techniques and subject matter that allows for concentrated follow-up activity.

5. Small groups provide supportive, informal arrangements.

6. Experiential learning comes from each teacher's own classroom.

7. Workshops start with structure and move developmentally with teachers as they begin to work on their own improvement possibilities.[64]

Lieberman and Miller suggest that training needs to :

1. Start where teachers are.

2. Make private knowledge public by being sensitive to the effects of traditional teacher isolation and trial-and-error learning, i.e., sharing, by using knowledge to help people grow rather than pointing to deficits.

3. Support improvement efforts by protecting ideas, providing time, announcing expectations and making provisions for necessary resources

4. Share leadership functions with group members so that participants can provide complementary skills and get experience in role-taking.

5. Organize improvement activities around a particular focus.

6. Focus not only on salient content, but also on the process or structure that carries it.[65]

Trainer Attitudes and Practices.

Trainers "should strive to develop warmth, indirectness, cognitive organization and enthusiasm. Adult learners prefer teachers with whom they can identify and who are competent in both subject matter and interpersonal skills."[66] Professional credibility and technical competence, the ability to foster learning how to learn, active listening skills, respect for others, and promotion of a low-anxiety environment are all crucial aspects of the trainer's mien.

The task of the trainer should be to:

1. Help people to control and adjust to change rather than maintain the status quo.

2. Intelligently observe and listen to what is being said and done, and use this information in guiding responses.

3. Select and use teaching methods, materials and resources that are appropriate in terms of what is to be learned and in terms of the needs and abilities of individual learners.

4. Help clientele acquire abilities for critical thinking.

5. Provide an atmosphere where adults are free to search through trial and error without fear of institutional or interpersonal threat.

6. Make use of existing values, beliefs, customs and attitudes as a starting point for educational activities.[67]

Bohman (1968) states that learner achievement is related to the degree to which learners identify with the instructor; that a correlation exists between instructor behaviors and learner perseverance. Indeed, Apps (1981) has identified nine exemplary teaching principles, six of which relate directly to trainer-trainee relations. Accordingly, this interpersonal aspect should be highlighted.

Implications for teacher training.

1. Trainers can utilize and expand on the classroom experience of teachers, making use of their trial-and-error approach. Trainer should foster a sense among teachers of the great value that this experience has in their continuing learning.
2. A trainer needs to translate theory into practice and focus on specifics that generate follow-up practice.
3. A trainer should recognize that process is as important as content.
4. A trainer should maintain an agenda that is clear, with explicit expectations and assignments, with regular opportunities for feedback.
5. Trainers can use behavioral outcomes to describe training objectives; these are amenable to feedback, coaching and assessment processes.
6. Training is most effectively conducted in small groups, in a relaxed, informal and low-anxiety setting.
7. Trainers need to provide support to teacher efforts to learn.
8. A trainer should have professional credibility and professional competence.
9. A trainer should have good interpersonal attitudes and skills.
10. A trainer can focus on helping people to learn how to learn and how to think.

Considerations for the PREP Teacher Training Design.

These readings have provided me with some guidelines for developing the training design. The following considerations, generated from these readings, served as guidelines for the development of the training design for the PREP program.

1. The Training Specialist must make a particular attempt to gain

understanding of the Filipino culture, particularly the learning process as it is fostered in Filipino schools. This provides some background for the understanding of the differences and similarities between Filipino and American perspectives on the role of the teacher, the learning process and the instructional process. Understanding these, the trainer may be able to build bridges across differences and reinforce similarities.

2. The training design should utilize existing teams as the forum for small group training to build on the cooperation and mutual support that already exists between team members.

3. The training process should view teacher trainees as ESL learners and can replicate the Whole Language approach as adopted by the PREP program to:
   A. Provide a model for classroom teaching of the Whole Language approach.
   B. Use experience as the basis for across-culture communication about developing teaching skills.
   C. Promote active learning on the part of the teacher-trainee through the classroom implementation phase of the training process.

4. Increase training content and process relevance, feasibility and value to trainees by conducting initial and periodic needs assessments as a basis for developing said content and process.

5. Promote teacher independence in making educational decisions based on an understanding of rationale and possible implications of instructional approaches and use of content.

6. Reinforce planning, experimentation, and analysis as valuable tools in improving teaching skills. Utilize behavioral objectives to describe learning outcomes so they are amenable to observation, feedback and assessment.

7. Provide feedback to teachers that is based in observation of behaviors as they approximate the achievement of the training objective. Promote depersonalized discussion so as to promote sharing in the group and constructive, thorough assessment of the teaching behaviors under discussion. This is helpful in both the coaching and assessment process.

8. Focus on changes in behaviors (not changes in people) by writing training objectives in operational terms and by assessment of these.

9. Value the classroom experience of teachers; facilitate that attitude in trainees. Utilize and expand on it.

10. Translate theory into practice; focus on specifics that will help trainees follow-up with implementation in classroom.

11. Recognize that process is just as important as content.

12. Maintain an agenda with a clear, well-focused objective, explicit expectations and assignments, frequent opportunity for feedback.

13. Trainer should provide support to teachers.

14. Trainer must have professional credibility and technical competence.

15. Trainer must have good interpersonal skills: support for teachers, active listening skills, capacity to take risks and to trust trainees.

16. Trainer should help people learn how to learn and how to think; focus is on processes rather than skills.

17. PREP philosophy appears to be contrary to the teaching and learning experience of the Filipino instructional staff. What kind of effect does this have on the implementation of this philosophy, the Whole Language approach?

18. Solid understanding of developmental theory and educational theory is lacking for most of the instructional staff. How does this affect implementation of PREP philosophy, the Whole Language approach?

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CHAPTER III

METHODOLOGY

Overview

The methods used to develop the training design follow an action research schema: formulation of a training design through data collection and data interpretation, field testing of the design, and assessment of its impact through additional data collection and data interpretation. The final assessment is formative in nature; the data served to modify and refine the training design for use in the subsequent training cycle.

Formulation of Training Design

1. Data collection.
    - A. Review of the literature.
        1. Whole Language Approach
        2. Filipino culture: implications for cross cultural communication.
        3. Adult learning.
        4. Adult education principles and practices.
        5. Teacher training.
        6. Training principles and practices.
    - B. Review of training design currently in use.
    - C. Formulation and administration of formative needs assessment.
        1. 'Teaching Competencies Checklist': to identify training content.
        2. 'Learning Needs Assessment': to identify training process needs.

2. Data Interpretation.
    - A. Review of the literature: implications for teacher training.
    - B. Analysis of formative needs assessment data.
    - C. Synthesis and summary of responses: training design formulation.

Field test of training design.

1. Training sessions and follow-up classroom implementation procedures of training input or content.

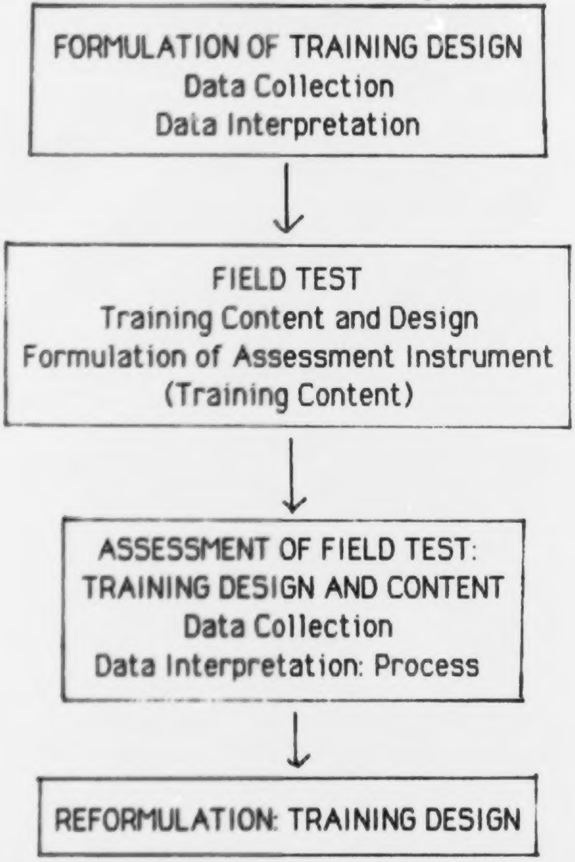
2. Formulation of procedures for assessment of implementation of training content.

Assessment of field test.

1. Data Collection.
    - A. Assessment of mastery of training content (training objectives).
    - B. Readministration of 'Learning Needs Assessment': training design.
    - C. Readministration of Teaching Competencies Checklist: training content.

2. Data Interpretation: Process.
    - A. Analysis of training content mastery.
    - B. Summary of data and reformulation of training design.
    - C. Summary of data and formulation of training content options for subsequent training cycle.

Figure 1.
Research Methodology


FORMULATION OF TRAINING DESIGN
Data Collection
Data Interpretation
FIELD TEST
Training Content and Design
Formulation of Assessment Instrument
(Training Content)
ASSESSMENT OF FIELD TEST:
TRAINING DESIGN AND CONTENT
Data Collection
Data Interpretation: Process
REFORMULATION: TRAINING DESIGN

Formulation of Training Design

Data Collection

Readings in the Whole Language approach, Filipino culture, adult learning and adult education, teacher training and effective training practices provided an initial framework from which to start planning a training design for the PREP program.

A needs assessment process appeared to be fundamental to the development of this training design. Within the framework of the objectives stated in the first Chapter, I reviewed the training design currently in use, observed in classrooms and talked with teachers and supervisors. Ultimately, two instruments were developed. The 'Learning Needs Assessment' (LNA) provides for a formative assessment of training process needs and the 'Teaching Competencies Checklist' (TCC) provides for assessment of training content needs. I wished to know: What is it that teachers want or need to learn so as to improve their teaching skills in the classroom? What training structure can best help them learn how to do this? I hoped to identify subsequent directions for training content, and to develop a training process that could most effectively facilitate the implementation of training content in PREP classrooms.

Both assessment instruments draw heavily on the opinions and perceptions of the teacher-trainees and their supervisors. I felt that opinions, perceptions and attitudes are major determinants in a trainee's commitment to and investment in the training process. There are additional reasons for seeking input and direction from teacher-trainees in regard to their own teaching and learning needs.

In-service training for teachers is a program requirement. Improved teaching performance is assumed to be a consequence of this activity. However, a teacher's eventual use of training input is conditional upon its perceived relevance to his or her needs, and his or her understanding of the concepts communicated. Committment, understanding and investment on the part of the trainee are essential. The manner of presentation and the follow-up support offered to effect classroom implementation also matter greatly. Trainees can provide valuable input as to how this is best accomplished. Much time, money and effort can be spent on planning and presentations that may or may not have useful outcomes for the staff, and therefore the program --- unless a sincere effort is made to tie into the active professional concerns of staff. The training staff can make an effort in that direction by attempting to identify the teaching and learning (training) needs of the individuals it will serve.

If trainers make the assumption that teaching can be viewed as a craft, they might then view the teacher-trainee as a learner with potential abilities to assess the impact and outcomes of instructional output in their classrooms. Fundamental to this process must be the potential capacity not only to make judgments about one's own performance as a teacher, but also to develop an awareness of oneself and others as learners who respond differently to different kinds of teaching input and environmental stimuli.

Program goals and expectations need to be clearly communicated by the management through the training and supervisory staff. Teachers give expression and instructional 'life' to these program goals. The teacher functions as the front line strategist, and is in the very best position to identify what can help or hinder the implementation process. These concerns can find expression in the self-assessment of teaching skills and in the goals that teachers set for themselves professionally.

We have thus emphasized the importance of self-evaluation and self-perception of the trainee(s) in the process of determining both training content objectives and the major elements of the training process.

The 'Learning Needs Assessment' seeks to identify the training conditions that teachers and supervisors perceive as helpful in their learning and facilitative of their capacity to implement training input in improved teaching practices in the classroom. This instrument elicits the following information from teachers and their supervisors:

1. Teaching goals for the next instructional cycle.
2. Identification of useful and preferred training formats.
3. Preferred type of learning group.
4. Timing of in-service training.
5. Causes for application or non-application of training input in the past.
6. Training support that is perceived as effective in helping teachers implement training input in their classrooms.
7. Assessment of past training: what was helpful? what might be done differently? Why? How?

A copy of the 'Learning Needs Assessment' (LNA) can be be found in Chapter V, the Training Manual, pages 99-100. Assuming that implementation of learning is the ultimate purpose of training, the LNA focuses on the teacher-trainee as a learner, and the mechanics that help him or her learn best. Teachers need to know what to do, but they also need to know how to do it.

The LNA is administered by the trainer as a written interview, and is completed by each teacher-trainee. The team supervisor is also asked to complete one, responding with his or her view as to the needs of the team in general. Responses are anonymous; only the team label is designated for purposes of future feedback specific to that group. Maximum time needed for completion is about an hour. The trainer posits the questions, one at a time, repeating and clarifying their intent and content as necessary. Time is given between each question, five to eight minutes, for trainees to make their written responses. We discovered that the most thoughtful responses came when we controlled the pace --- one at a time, expecting a response and allowing most individuals ample time to formulate one. For a prolific or highly reflective writer, the trainer can suggest that the respondent use time at the end of the session to go back to complete unfinished responses.

In its original form, the LNA items were open-ended questions. However, as we administered and readministered, tabulated and retabulated responses, we eventually included the most frequently offered responses as options during the interview period. These were posted for the respondents and we suggested that they be used if appropriate, or be added to if there was a need. This standardization of some of the responses also helped us in the data compilation task.

The 'Teaching Competencies Checklist' identifies areas of concern that teachers and their supervisors have about their performance of a variety of instructional tasks. Self-evaluation from each teacher and a general team assessment by the supervisor is elicited in regard to the performance of the following teaching tasks:

1. Lesson planning and preparation.
2. Classroom instruction and management.
3. Understanding of program methodologies.
4. Assessment of student learning and teacher performance.

The 'Teaching Competencies Checklist' describes a series of teacher behaviors or attitudes as they perform the daily tasks described above. It is self-evaluative and completed anonymously. Individuals react to a statement by choosing one of the following responses: 1) I do this effectively, 2) I need help to do this effectively, or 3) I don't understand the statement. Alternatively, respondents are encouraged to write in a response if none of the ones suggested seem appropriate. A copy of this instrument is in Chapter V, the Training Manual, pages 102-107.

The data gathered from the TCC, along with the professional goals described by responsdents through the LNA, is used as the basic pool of training content options for the subsequent training cycle. Additional ones can be added as desired by the team when decision-making time for this occurs.

I was interested in knowing how teachers perceive their own skills and behaviors normatively, vis-a-vis an external standard of reference. Skill gaps identified in such a manner are called normative needs. A normative need may be one that the teacher-trainee can confirm or not confirm based on a described behavior that is compared with the conditions or performance actually perceived as operative by the respondent. Normatively-confirmed needs may offer a possible ground for consensus-building and cooperative training efforts between trainer and teacher-trainees and between teaching staff and managers. We used this data, along with the goals described by respondents in the LNA, to identify areas of possible training content of interest or concern to the teacher-trainees.

The items that are included in the TCC come from a variety of sources: teacher behaviors appropriate to a Whole Language approach (Hamayan, 1987 and Harp, 1991), teacher utilization of learning objectives to plan and assess instruction and learner mastery (Kunzelman, 1970), a series of former PREP teacher evaluation forms, my own experience as a special education classroom teacher and as a supervisor for student teachers from Central Connecticut State College.

The list has developed and changed over the last two years to make it more inclusive and more truly reflective of effective teaching practices as described in the sources above, and as _I_ learn more about teaching. Periodic review and modification by the trainer is valuable and serves to keep the assessment relevant and viable.

I have tried to write the items in a clear and simple way, relating them concretely to a PREP teacher's classroom situation, always keeping in mind the possibility that they may not be understood in this cross-cultural milieu. Responses indicating lack of comprehension of an item (i.e., 'I don't understand') may reflect a need to rework or reconsider that item if the response is frequent; in isolated cases, it may reflect lack of individual teacher understanding (and skill), and is therefore considered to be a 'need help' response.

The TCC is given to trainees to complete independently and anonymously after they have finished writing the LNA interview responses. It can be completed within an hour. The trainer makes him or herself available during this time to clarify intent and content of the items for individuals as they make their written responses. It is labeled by the team designation for purposes of feedback. If team composition remains similar for the subsequent training cycle, then the team TCCs will be used as the basis for selection of the next training objective, along with the goals individual members have described on the LNA.

Both instruments were first administered in October 1989 to all teachers and supervisors in the PREP program. At the time, there were a total of sixty (60) teachers organized into nine (9) teams.

Data Interpretation

Responses to both the LNA and TCC are first grouped by team for tabulation purposes. If team line-ups remain constant, the TCC responses are ranked and synthesized for individualized feedback to each team. These responses reflect training content concerns. They are also compiled across teams to reflect general patterns --- this for reporting purposes both to staff and to program managers. This cross-team compilation of TCC responses is also used for training content options for all teams when team membership changes significantly. The LNA responses are combined and reflect input from all teams; responses are ordered by frequency of response across teams. The training design formulation and subsequent modifications are thus standardized for all teams throughout the training cycle.

The TCC responses are ranked in order of the frequency of the 'Need Help' response within teams. A prioritized list of concerns is generated for each of the categories: planning and preparation issues, instruction and classroom management issues, understanding of PREP methodology, and assessment of teaching and learning. The items are listed in descending order of concern to team members and their supervisor. This information becomes a part of the range of options for team-level training content that can be addressed in the subsequent training cycle.

The TCC responses are also ranked in order of the frequency of the 'Need Help" responses across teams. This is done for reporting purposes to program managers. In the case of significant team realignments, this document may also be used to present the range of training content options reflective of input from all instructional staff.

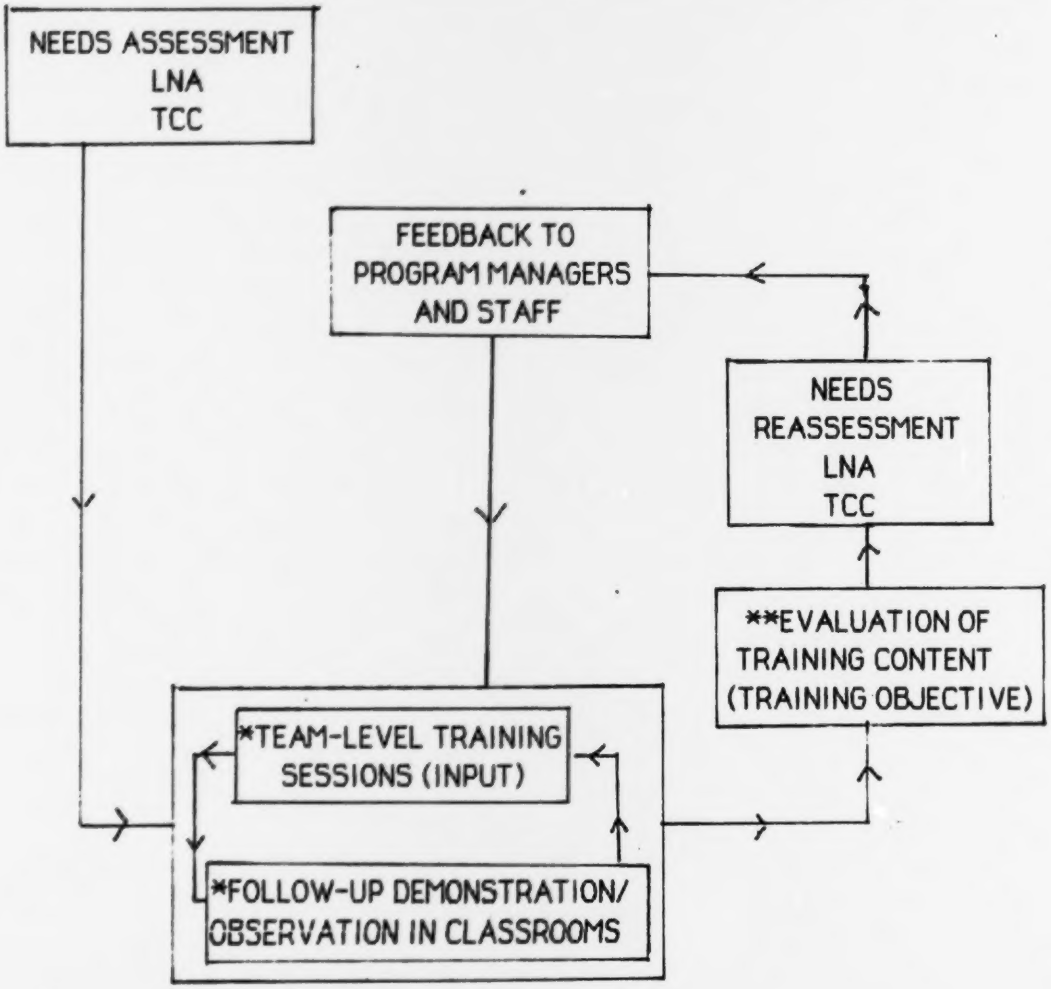
The tabulation of LNA responses is more complex. As stated before, responses are compiled across teams utilizing frequency of expression as the ordering criteria. Since responses to the LNA are likely to be open-ended, and may be multiple, the trainer is called upon to do some paraphrasing, interpretation and categorization of the raw information in order to rank the level of expressed concern among staff. There is always a danger that trainer interpretation can go far afield from the original intent of the respondent however hard he or she tries not to do this. It is a good idea to keep this possibility in mind when paraphrasing and categorizing the data, discussing problematical responses with others. For example, one would categorize and enumerate 'testing students to see what they have learned' and 'assessment of students' as two examples of the same concern, i.e., assessment. This is a very simple example --- many of them are much more difficult.

Once the training content concerns for each team and training design (process) concerns for all teams had been prioritized, they were presented as feedback to teams for discussion, decision-making and planning for the subsequent team-level training cycle.

Field Test of Training Design

A schema of the methodology used for the field test, developed from the formulation procedures described, is shown on the following page. It follows a cyclical pattern.

Figure 2
Field Test of Training Design


NEEDS ASSESSMENT
LNA
TCC
FEEDBACK TO PROGRAM MANAGERS AND STAFF
NEEDS REASSESSMENT
LNA
TCC
**EVALUATION OF TRAINING CONTENT (TRAINING OBJECTIVE)
*TEAM-LEVEL TRAINING SESSIONS (INPUT)
*FOLLOW-UP DEMONSTRATION/ OBSERVATION IN CLASSROOMS

---

*After identification of the training objective occurred in each team., a process or framework was established for team-level training which utilized the interplay between discussion, theory and sharing input during training sessions and classroom implementation efforts. This interplay between experience and theory is seen as crucial to the training process.

**The evaluation of training content by teams and trainer is a process that takes a careful look at the progress of teachers toward accomplishing their training objective. It occurred at the end of the seven-month training cycle. The process served as a review of training content; it also provided closure for trainees as they formulated field-tested strategies they considered to be effective for meeting the training objective.

The strategies described observable conditions (physical, instructional or interactional) that teachers perceived as effective elements in the achievement of the training objective. These were incorporated into an Observation Checklist. A demonstration and observation procedure was instituted; results were tabulated anonymously for the entire team, andserved as basis for analysis and reflection by them about effective and ineffective strategies and performance of same toward achievment of the training objective. There are several Observation Checklists in Chapter 4.

Assessment of Field Test

Data Collection

**The team's progress toward achievement of training content (the training objective) was documented by the use of the Observation Checklist as described above. This was used to record the presence or absence of the described conditions as: 1) trainer or supervisor observed teacher demonstration, 2) teacher observed another team member's demonstration, and 3) teacher completed a self-evaluation of his or her own demonstration. All information was gathered anonymously and compiled into a group tally. There is a more detailed description of this process in Chapter V, the Training Manual.

When this was completed, both the LNA and the TCC were readministered.

Data Interpretation: Process

Observation Checklist: Interpretation of the data derived from the Observation Checklist was completed by the trainees in their teams. Presented in a group tally form, each team was able to do a kind of forcefield analysis: What strategies or conditions were present? Which were absent? Are there cause-and-effect relationships between strategies that can be identified? What might be done differently the next time? What are the benefits derived from effecting the training objective? What are the conditions (training and non-training) that hinder effective implementation of the training objective? A summary of this analysis by each team was prepared as feedback for the participants, for program managers, and for thesis-reporting purposes by the Training Specialist.

Learning Needs Assessment: This data has been ranked by frequency of types of similar responses; these were then synthesized and summarized to generate an overall picture of teacher and supervisor concerns about the training process. This data was given as feedback and discussion to teachers and supervisors and to program managers for improved coordination of efforts. For purposes of thesis-reporting it has been offered in a comparative table, so that changes of perspective between pre- and post-assessment might be more easily identified.

Teaching Competencies Checklist: This data has also been ranked by frequency of response, first within, and then across all teams for use as feedback to teams and program managers to aid in the formulation of subsequent training objectives. For thesis-reporting purposes here it has been compiled in the following manner, again to highlight and identify some of the changes that may have occurred over the field-test period.

1. Items were ranked by frequency of response across teams.

2. The two sets of data (1989 and 1990) were then set up in a comparative table: Table 3.

3. Items were then classified: 1) eliminated concern, 2) continuing concerns, 3) additional concerns.

4. Focusing on continuing and additional concerns, these items were categorized and reordered by frequency count in terms of decreasing concern to staff.

It is hoped that this information, presented in the next chapter, will be clear enough to offer a basis for discussion in Chapter VI, Summary and Conclusions.

This is a brief description of the training design field test that was conducted over a period of seven (7) months, from January to July of 1990. A more detailed description of the training design itself, assessment and reporting procedures and functions can be found in Chapter 5, 'Training Manual for Trainers'.

CHAPTER IV

RESULTS

Learning Needs Assessment Responses

These items represent the range of individual responses gathered within and across teams. They are ranked by frequency of response. The total number of respondents in sixty-nine (69), including sixty (60) teachers and nine (9) supervisors. They are offered in Table 1 for comparative purposes and reflect responses from the initial assessment in October 1989 and the reassessment completed in August 1990.

Table 1
Comparison of Responses: 1989 and 1990

	October 1989	August 1990
1.	What are your goals as a teacher? What would you like to see yourself doing better or differently in future teaching cycles?	
a.	Provide small group instruction.	Provide small group instruction and develop learning centers.
b.	Help teachers with their own growth needs.	Address individual learning styles and skill levels of students.
c.	Provide children with basic communicative skills.	Increase student verbal and nonverbal participation in class.
d.	Do more writing activities in classroom with students.	Assess student progress.
e.	Manage class more effectively.	Prepare materials for instructional use.
f.	Provide learning centers as opportunities for independent learning by students.	Be involved in peer coaching.
g.	Acquire and utilize teaching techniques for a variety of instructional purposes.	Have better communication with students.
h.	Implement what is learned in training.	Plan and implement well-paced and well-sequenced lessons.

(Table 1 continued)

	October 1989	August 1990
i.	Integrate native language and culture into instructional activities.	Develop better classroom management skills.
j.	Better organization in planning and instruction; more systematic scheduling.	Understand and apply the principles of second language learning.
k.	Gather more activities and resources for instruction.	Plan and implement more science and more writing activities.
l.	Have more contact with students and their parents.	
m.	Learn new ways of Total Physical Response (TPR) for instructional use.	
n.	Remain abreast of educational trends.	

2. What kind and type of presentation has best suited your learning needs as you try to implement and adapt training input in your classroom?

a.	Hands-on workshops, experimentation and exploration.	Small group discussion; sharing.
b.	Discussion and sharing.	Sharing fairs.
c.	Sharing fairs; demonstrations and simulations.	Demonstrations and simulations.
d.	Learning centers/stations; make-and-takes, workshops, seminars.	Large group lecture.
e.	Peer coaching.	Training videos.
f.	Follow-up implementation in the classroom.	Peer coaching and feedback.
g.	Lecture.	Seminars and workshops.
h.	Consultants.	Hands-on, make-and-takes.
i.	Personal research.	Observation and feedback; individualized feedback.
		Individual research.
		Focused trainings.
		On-going choice.

(Table 1 continued)

	October 1989	August 1990
3.	What size and composition of the training group has been most effective for you as a learner?	
a.	Small groups.	Small homogeneous groups: interest, skill, team.
b.	Experienced and less experienced teachers in separate groups; groups of teachers working with same age-level students.	Large sharing groups.
c.	Homogenous groups.	Pairs: peer coaching, interactive journals, pair teaching.
d.	Heterogenous groups; cooperative learning groups.	
e.	Large group.	
4.	What is the best time of day for training to occur?	
a.	Afternoon or evening.	Evening.
b.	Morning.	Morning or afternoon.
5.	What are the reasons for non-implementation of training?	
a.	It needs to be followed up and supported in classroom; more time for internalization.	Teacher has to make additional modifications to make it work if it does not fit level of students.
b.	It does not fit level of students.	It takes too much teacher preparation time; lack of materials.
c.	There are too many other curricular and scheduling demands.	Not enough visual, hands-on demonstration by trainers; lack of details and how-to procedures.
d.	There are too many trainings and they do not have sustained focus.	There is too little time to implement it in class.
e.	No materials to implement it.	Does not fit level of teacher.
f.	Burdened and overwhelmed with work.	Teacher not receptive.

(Table I continued)

	October 1989	August 1990
g.		Difficulties in implementation (classroom management); need more individual support, follow up.
h.		Don't understand it.
i.		Too much input.
j.		Growth contract with supervisor is distracting.

6. What can training staff do differently or better to help teachers in learning?

a.	Give more time for teachers to digest and use it.	Include supervisors in demonstration, observation, discussion.
b.	Provide more connectedness between trainings. Limit training input - not new ideas every week.	Give more Rainy Season Seminars (liked choice format).
c.	Less lectures, more variety in presentations.	Provide separate training for teachers of children ages 6 and 7.
d.	Provide for on-going interest-group learning.	Give more content training (reading and math).
e.	Allow teachers to give feedback and raise concerns about training.	Continue what we are doing: provide more activities, reading, etc.

7. What kind of follow-up and support can training staff offer so that teachers can implement training input in their classrooms?

a.	Help teachers with implementation; trainers should work in classrooms.	Additional demonstration teaching by trainers; individualized how-tos.
b.	Trainer observation and feedback of implementation efforts.	Continued observations and feedback. Individualized post-observation conferences.
c.	Give teachers time for follow-up and sharing.	Continued sharing and discussion to review classroom implementation.

(Table 1 continued)

	October 1989	August 1990
d.	Give teachers time to prepare materials for implementation.	More peer coaching opportunities.
e.	Act as a resource for additional activities for classroom use.	Effective as is.
f.	Design a peer coaching system.	Continued support for classroom implementation with additional ideas for materials and activities.
g.		Continued and earlier use of the Observation Checklist in the training objective assessment.
h.		Pair teaching with training staff and supervisors.
i.		More sharing fairs.
j.		More time to read.
k.		Increased availability of materials.
l.		Video observations.
m.		Individual research and dialogue with training staff.
n.		More time to prepare durable materials and places to store.

8. What comments can you make about the in-service training you have recently engaged in?

	(Wed. Teacher Training: '87-9)	(Team-level Training: 1990)
a.	Did not fit my needs.	Helpful; able to fully implement the training with follow-up, guidance and support.
b.	Some beneficial; some not.	Liked the interaction and sharing of skills, experiences, ideas, activities.
c.	Offered some important learnings.	Allowed time and place for teachers to express concerns, ask questions and get help.
d.	CU's consultancy very good.	Systematic input with follow-up and evaluation.

(Table 1 continued)

	October 1989	August 1990
e.		Liked working with team on a problem.
f.		Liked the idea teachers could work on something they saw as a need.
g.		Want to continue.
h.		Small-group activities are effective and useful in working with students.
i.		Helped in picking out and sequencing activities logically.
j.		There was time to plan and prepare activities and try them out.
k.		Helped teachers focus on student needs and levels.
l.		Made classroom instruction more manageable.
m.		Liked the way it started peer coaching.
n.	(Suggestions for improvement):	More independent planning and preparation time for teachers.
		Training cycle longer or shorter depending on progress on training objective.
		Ideal input sometimes does not address individual need.
		More materials and resources for implementing small group activities.

From this first ranking, the responses were then recategorized more inclusively. These new composite categories were then ranked according to the number of response items they contained. The greater the number of items within the new category, the higher the ranking. The synthesizing process helped trainers to relate discrete pieces of data and identify underlying patterns and trends of concern more easily.

Responses to the first question ('What are your goals for the next teaching cycle?') were treated and included with the TCC tabulations.

Table 2
Ranking of Composite LNA Responses

	October 1989	August 1990
2.	Kind of presentation preferred:	
a.	Active participation; concrete experience.	Small group discussion; sharing.
b.	Sharing and discussion.	Active participation; concrete experience.
c.	Presentations: visual and oral.	Presentations: visual and oral. Observation/feedback of implementation efforts.
3.	Size and composition of training group:	
a.	Small homogeneous groups.	Small homogeneous groups.
b.	Large heterogeneous groups.	Large heterogeneous groups.
c.		Pairs.
4.	Timing of training:	
a.	Afternoon or evening.	Evening.
b.	Morning.	Morning or afternoon.
5.	Why has training input not been implemented?	
a.	Needs to be supported with follow-up, materials, modifications.	Takes too much time: preparations, modifications, conflicting demands.
b.	Not enough time: internalization, scheduling, etc.	Need additional 'how-tos'.
c.	Not geared to student needs.	Does not fit teacher need; teacher unreceptive.

(Table 2 continued)

	October 1989	August 1990
d.	Lack of coherent training focus.	Difficulties in implementation. (classroom management)

6. What can training staff do differently or better to help teachers learn?

	October 1989	August 1990
a.	Provide for on-going, sustained training.	Continue offering choices.
b.	More time for internalization of training.	Provide additional materials, resources, readings, etc.
c.	More variety in training presentations.	Peer coaching.
d.	Allow teacher feedback about training.	Video observations.
e.		Active supervisor involvement.

7. What kind of follow-up by training staff will help teachers implement it?

	October 1989	August 1990
a.	Active support: in class, provision of resources and materials.	Continue: in-class how-tos, observation and feedback, discussion and sharing, resources, Observation Checklist.
b.	Time: for sharing, follow-up, materials preparation, resourcing.	More time: to resource self, meet with training staff, materials preparation.
c.	Peer coaching system.	More: peer coaching, sharing fairs, supervisor input.
d.		Pair teaching with training and supervisory staff.
e.		Increased availability of instructional materials.
f.		Video observations.

(Table 2 continued)

October 1989	August 1990
8. Comments about in-service training teachers have most recently engaged in:	
(Wed. Teacher Training: '87-9)	(Team-level Training '90)
a. Some helpful; some not.	Liked: systematic input toward implementation, problem solving, interaction of team members, sharing of experience, peer coaching.
b. Did not fit teacher needs.	Helpful in classroom: instruction more manageable, focus on student needs, useful techniques.
c. Consultancy was good.	Worked on issues, concerns relevant to teachers.
d. Suggestions:	Cross-team sharing.
	Additional materials, resources. Input to address specific student populations.
	Presentations more lively. More flexible time frame for training cycle: longer, shorter.
	More independent planning time for teachers.

Comparative Summary: LNA Responses

Training presentation or format desired:

1989: Teachers prefer to actively participate in training. They would like follow-up support for classroom implementation. They request additional time, resources and materials to do so.

1990: Group discussion and sharing of experience was seen as valuable, as was active participation by trainees. They also valued how-tos, observation and feedback by trainers, as well as the peer coaching opportunities they had experienced.

Size and composition of training group:

1989: Would like to have small groups, homogeneous (interest, skills) in nature.

1990: Liked small homogenous groups, also felt there should be time for cross-team sharing.

Time of training:

1989: Afternoon, evening or morning.

1990: Evening preferred, morning or afternoon.

Reasons for non-implementation of training:

1989: Lack of sustained training focus; lack of follow-up procedures.

1990: Need for additional how-tos; material preparation time-consuming, committments with supervisor often impinge.

How can training staff help teachers learn?

1989: Develop sustained focus that allows for internalization, deal with issues important to teachers.

1990: Continue to encourage implementation through observation and feedback, discussion and problem-solving, sharing of ideas and experiences. Continue to address teacher needs and concerns.

What kind of follow-up can training staff offer to facilitate implementation?

1989: Help with classroom implementation. Provide time for materials preparation, for sharing. Implement a peer coaching system.

1990: Provide additional resources, materials, help with planning and preparation. Develop Observation Checklist earlier in the training cycle. Give teachers more independent time to resource and prepare themselves.

How was past training perceived?

1989: (Wed. Teacher Training): Not significantly related to teacher needs.

1990: (Team-level Training): Teachers able to focus on felt needs and work through to implementation of new skill. Suggestions: tailor training input more specifically to student populations, give teachers more time to work on planning and preparation, make training cycle more flexible and geared to achievement of or closure on the training objective.

Teaching Competencies Checklist Responses

Table 3
Comparison of Responses: 1989 and 1990

	October 1989	August 1990
Planning and Preparation		
a.	Assess and extend previous learning through appropriately sequenced activities utilizing appropriate materials.	Develop and organize lesson plans with an appropriate instructional sequence of skills.
b.	Schedule student opportunities for independent and cooperative learning.	Provide scheduled opportunities for the application of new learning.
c.	Provide students with opportunities to practice their new learning.	Assess and extend previous learning through appropriately paced and sequenced activities utilizing appropriate materials.
d.	Develop and organize lesson plans with an appropriate instructional sequence of skills.	Identify students' learning styles, strengths and needs.
e.	Incorporate native language and culture into planning for classroom instructional activities.	Identify desired student learning outcomes and purposes for the lessons that will be taught.

(Table 3 continued)

	October 1989	August 1990
f.	Adapt and create appropriate materials for planned lessons.	Plan for the use of tactile materials and visual clues that will increase a student's understanding of what he hears.
g.	Provide time for short-term review of instruction.	
h.	Plan for the use of tactile materials and visual clues that will increase a student's understanding of what he hears.	

Instruction and Classroom Management

a.	Establish a classroom management system that is effective under sometimes difficult conditions.	Same.
b.	Conduct a variety of small-group activities simultaneously to generate increased student learning and participation.	Same.
c.	Develop and use a variety of teaching techniques.	Give students an opportunity to develop independent learning skills.
d.	Correct student errors so that learning occurs.	Give students an opportunity to practice what they have learned.
e.	Use Bilingual Aides to extend and expand instructional opportunities in the classroom.	Increase student verbal and nonverbal participation in instructional activities.
f.	Increase student verbal and nonverbal participation in instructional activities.	Conduct a variety of small-group activities simultaneously in order to generate increased student participation and learning.
g.	Provide clear and simple instructions that are generally understood by most children.	Same.

(Table 3 continued)

	October 1989	August 1990
h.	Establish a comfortable and non-threatening classroom environment for students.	Be able to change or adapt lesson pace, focus, expectations or outcomes in midstream if original plan is not working.
i.	Improve questioning techniques to elicit a variety of responses.	Teach so that students have many opportunities to understand what they are hearing and seeing.
k.	Teach so that students have many opportunities to understand what they are hearing and seeing.	Correct student errors so that learning occurs.
l.	Foster increased use of English in the classroom.	
m.	Present lessons that are well-paced to facilitate student learning.	
Evaluation		
a.	Evaluate student learning and progress.	Same.
b.	Assess the effectiveness of a lesson and use of materials.	Same.
c.	Document a student's social and language skills.	Provide feedback to students about their progress.
d.	Provide feedback to students about their progress.	
Understanding and Application of Theory		
a.	Demonstrate increased understanding of the causes for intercultural conflict and develop ways to minimize this.	Explain the purposes for and methods of a variety of teaching techniques.
b.	Understand and demonstrate the principles of second language acquisition.	Understand and demonstrate the principles of Natural Approach and Whole Language.

(Table 3 continued)

	October 1989	August 1990
c.	Understand and demonstrate the principles of the Natural Approach and Whole Language.	Demonstrate increased understanding of the causes for intercultural conflict and develop ways to minimize this.
d.	Understand and demonstrate the principles of discovery and experiential learning.	Same.
e.	Explain and defend the purposes for and methods of a variety of teaching techniques.	Explain and defend own lesson planning, instructional approaches classroom management system.
f.	Explain the importance of using English in the classroom.	
g.	Explain and defend own lesson planning, instructional approaches and classroom management system.	

TCC Responses: Summary

Items eliminated by teachers after 1989:

(Planning)

- > Schedule student opportunities for independent and cooperative learning.
- > Incorporate native language and culture into planning for instructional activities.
- > Provide time for short-term review of instruction.

(Instruction and classroom management)

- > Develop and use a variety of teaching techniques.
- > Correct student errors so that learning occurs.
- > Use Bilingual Aides to extend and expand instructional opportunities for students in the classroom.
- > Establish a comfortable and non-threatening classroom environment for students.
- > Present lessons that are well-paced to facilitate student learning.

(Evaluation)

- Document a student's social and language skills.

(Understanding and application of theory)

- Explain the importance of using English in the classroom.
- Understand and demonstrate the principles of second language acquisition.

Items of continuing concern through 1991:

(Planning)

- Assess and extend previous learning through appropriately-paced and sequenced activities utilizing appropriate materials. (D)*
- Develop and organize lesson plans with an appropriate instructional sequence of skills. (D)
- Plan for the use of tactile materials and visual clues that will increase students' understanding of what they have heard. (C)
- Schedule opportunities for students to practice their new learning. (A)

(Instruction and classroom management)

- Establish a classroom management system that is effective under times difficult conditions. (H)
- Conduct a variety of small-group activities simultaneously to generate increased student learning and participation. (A)
- Teach so that students have many opportunities to understand what they are hearing and seeing. (C)
- Provide clear and simple instructions that are generally understood by most students. (C)
- Provide student-centered instruction and classroom environment. (A)
- Increase student verbal and nonverbal participation in instructional activities. (A)

(Evaluation)

- Evaluate student learning and progress. (B)
- Assess effectiveness of lessons and materials. (F)
- Provide feedback to students about their progress. (B)

(Understanding and application of theory)

- Demonstrate increased understanding of the causes for intercultural conflict and develop ways to minimize this. (G)

*These letters represent more inclusive concerns as described on page 63 and page 64.

- Understand and demonstrate the principles of Natural Approach and Whole Language. (E)
- Explain the purposes for and methods of a variety of teaching techniques. (E)
- Explain and defend own lesson planning, instructional approaches and classroom management system. (E)
- Understand and demonstrate the principles of discovery and experiential learning. (A)

Items of additional concern for 1991:

(Planning)
- Identify students' learning styles. (B)
- Identify desired student learning outcomes and purposes for the lesson that will be taught. (D)

(Instruction and classroom management)
- Able to change or adapt a lesson's pace, focus, expectations and outcomes in midstream if original plan is not working. (B, C, E)
- Assess what a child knows and needs to learn as part of the instructional activity. (B)
- Give students an opportunity to practice what they have learned in instruction. (A)
- Give students an opportunity to develop independent learning skills and their own learning style. (A)

Focusing on the items listed as those of continuing and additional concern, it becomes clear that they can be broken into eight (8) categories or constellations of significant interest to the teaching staff. These have been ranked in the following order according to frequency of expression, or the number of items subsumed in a category. Teachers wish to:

A. Increase student participation and activity in their own learning.

B. Understand and assess student learning styles and developmental skill levels.

C. Understand the purposes and rationale for what, why and how they teach.

D. Communicate more effectively with students.

E. Improve planning skills: positing an objective and developing strategies for achieving it (instructional sequences).

F. Assess their own performance as teachers in facilitating learning among their students.

G. Understand how intercultural conflict occurs and develop ways to minimize it.

H. Manage the behavior of students more effectively.

These will be discussed in greater detail in the final and concluding chapter.

Evaluation of Training Content

Through the assessment process conducted at the end of the training cycle, the training staff was able to gauge the degree of implementation of the training objective by teacher-trainees. Improved teaching performance is the ultimate purpose of teacher training. This approach offered a way, in a limited fashion, to gauge that as it directly related to the implementation of training content.

The formulation of the checklist and the method for using it to assess teaching performance is briefly described on page 45, as is the method for recording observations. There is a more extensive account of the process in Chapter V, the Training Manual. Each team member represents a cluster of three recorded observations: 1) demonstration observed by trainer or supervisor, 2) demonstration observed by pair teacher, 3) self-evaluation of one's own demonstration. Thus a total count of eighteen (18) should represent the recorded observations of six (6) different teachers. Observers (trainer, supervisor and team member) are asked to record whether the condition or behavior was 1) observed occurring, 2) not observed occurring, or 3) not confirmable as occurrence or non-occurrence. Some of the checklists have used 'present' or 'absent' as their observation recording categories.

The training staff worked with eight (8) teams of teachers and their supervisors. Trainers did not work with the team of substitute teachers because of scheduling difficulties. The eight teams involved chose to work on the following objectives:

1. Develop and facilitate small-group multi-level activities in the classroom.*

2. Develop and implement a student assessment procedure.

3. Develop independent work skills in students through implementation of activities and procedures for independent activities by students.

4. Increase student verbal and nonverbal participation in instructional activities.

*Five teams chose to work on this objective. The Observation Checklist from one of those teams is replicated here as representative of all. The analysis presented, however, is a collective composite of the analyses of all of the teams.

Each objective is briefly described. The Observation Checklist assessment form developed for each objective is included. The analysis that participants conducted utilizing the data describes:

1. Strategies that are operative and non-operative in the implementation of the objective.

2. Continuing training concerns and non-training concerns that impact the implementation of these strategies of the objective in the classroom.

3. Benefits derived from the implementation of the training objective.

Objective #1: To facilitate the simultaneous occurrence of two or more small-group multi-level activities in a particular curriculum area.

Teachers facilitated the functioning of several small groups working simultaneously on different tasks and sometimes at different levels within a single curriculum area for a given period of time. They tried to provide direct teaching of new information to small groups, while utilizing activities for guided practice of knowledge and/or skills being learned, and review or extension activities for reinforcement and application of learned skills with other small groups of students. Student skill groups were heterogeneous or homogeneous depending on the learning outcomes for the activity.

Teachers also provided a safety valve activity for students who had completed all of their assigned work for the instructional session. This might be an activity with a student product (i.e., art project) or not (i.e., reading to themselves), or it might be an on-going project (i.e., sewing, clay sculpture, etc). The purpose of this activity was to provide an engaging outlet for students who had completed their work, so as to allow others to also complete their work without disruption caused by these children who might otherwise be at loose ends.

Sometimes teachers and students rotated through a series of activities, and sometimes different groups remained focused on a single activity --- again, depending on the learning outcomes of the instruction. As will be seen, classroom management ('housekeeping' is the PREP label for it) and structuring issues predominated.

Figure 3
Observation Checklist #1

Training Objective: To facilitate the simultaneous occurrence of small-group activities in the classroom.

Team A: Martie (Supervisor), Loren, Lucy, Glenda, Ning-Ning, Len

Instructions: Record with a check mark whether you see the activity occurring (OB) or not occurring (NOB) during the demonstration. If you are unsure, mark the last box for 'not confirmed' (NC).

OB: Observed
NOB: Not Observed
NC: (Observation or Non-observation) Not Confirmed

	OB	NOB	NC
Planning 1. Teacher has planned two activities with multi-level outcomes in the same curriculum area.	𝍸 𝍸 𝍸	𝍷𝍷	𝍷
2. Planning reflects consideration of probable demands on teacher time and intervention (guided practice may require limited Tchr. intervention, review should not require intervention; direct teaching requires fairly constant teacher presence).	𝍸 𝍸 𝍸 𝍷	𝍷𝍷	
3. Activities planned: Direct teaching.	𝍸 𝍷𝍷𝍷𝍷		

(Figure 3 continued

	OB	NOB	NC
Guided practice/follow-up.	𝍸 𝍸 𝍷	𝍷	
Review activity.	𝍸 𝍸 𝍷𝍷𝍷𝍷	𝍷	
4. Safety valve activity available to those who finished.	𝍸 𝍸 𝍸	𝍷𝍷𝍷	
Implementation 1. Simple instructions given to all students.	𝍸 𝍸 𝍸	𝍷𝍷𝍷	
2. Instructions describe activity content including: Finished product or sample.	𝍸 𝍷𝍷𝍷	𝍸 𝍷𝍷	
Illustrated or written instructions.	𝍸 𝍷𝍷𝍷𝍷	𝍷𝍷𝍷	
Demonstration by teacher/student.	𝍸 𝍸 𝍷𝍷	𝍷𝍷𝍷	
3. Instructions describe sequence of activities students will work at:	𝍸 𝍷𝍷𝍷𝍷		
Include written instructions for reinforcement.	𝍸 𝍷	𝍸	𝍷
Include pictoral instructions for reinforcement.	𝍷𝍷𝍷𝍷	𝍸 𝍷𝍷𝍷𝍷	
4. Instructions are clarified: Student questions are answered.	𝍷𝍷𝍷𝍷	𝍸	𝍷
Student models teacher direction.	𝍷𝍷	𝍸 𝍷𝍷𝍷𝍷	𝍷
5. Teacher explains where/how students can get resource help for unexpected problems.	𝍷𝍷𝍷𝍷	𝍸 𝍸 𝍷𝍷𝍷	𝍷
6. Teacher has delineated the role of BA or student leader: Instruction/coaching.	𝍸 𝍷	𝍸 𝍷	
Passing out materials.	𝍸 𝍷𝍷	𝍸 𝍷𝍷	
Collecting work products.	𝍸 𝍷𝍷	𝍸 𝍷	

(Figure 3 continued)

	OB	NOB	NC
Execution			
1. Students are focused on tasks; tasks appear appropriate to student skill levels.	𝍸 𝍸 𝍸	𝍷𝍷	𝍷
2. Students complete assigned tasks.	𝍸 𝍸 𝍸	𝍷𝍷𝍷	
3. Students work at task without distracting/disrupting others.	𝍸 𝍸 𝍷𝍷𝍷𝍷	𝍷𝍷𝍷𝍷	
4. Students transition between activities without distracting/disrupting other students/teacher.	𝍸 𝍸	𝍸 𝍷	𝍷𝍷
5. Materials/tools disseminated or available to students.	𝍸 𝍸 𝍸 𝍷		𝍷𝍷
6. Teacher: Monitors student performance of tasks.	𝍸𝍷𝍷 𝍸 𝍸		𝍷
Facilitates student understanding of content.	𝍸 𝍸 𝍸	𝍷𝍷	𝍷
7. Space delineated for student task is appropriate for its completion.	𝍸 𝍸 𝍸 𝍷𝍷		𝍷
8. Materials and tools available to students without further intervention by teacher.	𝍸 𝍸 𝍷𝍷𝍷	𝍷𝍷𝍷𝍷	𝍷
9. Upon task completion, materials and tools put away and clean up occurs.	𝍸 𝍸 𝍸 𝍷		𝍷𝍷
10. Work products are collected and deposited by students.	𝍸 𝍸 𝍷𝍷𝍷	𝍷𝍷𝍷	𝍷𝍷
11. Students work and move safely in the classroom.	𝍸 𝍸 𝍸𝍷	𝍷	𝍷
Closure (You will need a few minutes to talk with the teacher to get this information.) 1. Teacher assesses appropriateness of various tasks.			

(Figure 3 continued)	OB	NOB	NC
2. Teacher assesses student performance on various tasks.			
3. Teacher describes what she/he might do differently next time.			

Analysis

This was conducted by each team as they reviewed the data generated on the Observation Checklist. The analysis included here is not only that of the team Checklist detailed above, but is a composite from the Checklist analyses of all five teams which worked on this same objective.

Operative strategies:

1. Planning for two activities was effective; tasks were appropriate to student levels and reflected a good understanding of demands for teacher time.
2. Student tasks were appropriate. This was demonstrated by the level of engagement of students and with the high rate of task completion.
3. Materials and tools were sufficient and accessible without further demand on teacher's time.
4. Completed work was disposed of appropriately by students.
5. Teacher instructions to students about the contents and outcomes of the work activities were clear.

Non-operative strategies:

1. Instruction for the sequence of activities children were to engage in (i.e., transitions from one task to another) were unclear.
2. Clarification of instructions as to activity content and sequence was

hard to effect. Students unwilling or unable to question.

3. Student closure on tasks included a need to get feedback from teacher before storing it; this was disruptive to teacher engagement at times.

4. Lack of a safety valve for students who had completed all other work; this was disruptive at times to other students and the teacher.

Continuing concerns:

(Training issues)

1. More resources --- ideas, activities, suggestions, --- from trainers.

2. More time to watch other teachers with different styles, approaches, managing systems.

(Non-training issues)

1. More independent planning time for teacher for small-group activity planning and preparation (since two or three must be planned in place of only one).

2. Increased accessibility to instructional materials (through the MATERIALS Room).

3. Set up a curriculum bank for ideas for paired small-group instructional activities which teachers have found successful.

4. Give teachers greater access to reproduction facilities for making materials for instruction.

5. Small classroom space limits the number of activities that can occur simultaneously; noise level can be a problem.

Benefits of implementation of this training objective:

1. Children are engaged; it is a great motivator for students; students are more independent, and there are chances for greater numbers of students to be direct participants in the learning activity. Students can be creative --- they develop interesting variations from which even a teacher learns.

. Children work at their own pace; slower students seem to cope better, to learn more, to risk more, carrying this attitude over into their behavior in large group situations.

3. Classroom managment is easier; teacher is proud of students learning on their own; teacher also gets to know students better when they work work together in small groups, and thus can intervene and guide their learning more appropriately. Lessons are more organized --- students know what to do and what to expect.

Objective *2: To develop independent work activities and procedures for instructional use with students that will develop their independent work and study skills.

Teachers developed activities and learning modules of a review and/or extended learning nature that students could initiate, follow through and complete without teacher assistance. Children were given time to engage in these activities independently or cooperatively, as the learning outcome of the activity dictated. Children were encouraged to organize themselves to initiate, implement and complete these tasks independently. This would allow the teacher to focus on facilitation of learning content, remediation and individual student needs, as necessary. Students were encouraged to do their own 'housekeeping': managing materials, routine, work space and themselves. At times students worked on a single activity, at times they rotated through several. A self-checking mechanism was put into effect whereby students were able to gauge their own performance and provide their own closure.

Figure 4
Observation Checklist *2

Training Objective: To facilitate independent work skills in students by the development of independent work activities and procedures for instructional use.

Team B: Linda (Supervisor), Francis, Evelyn, Mona, Carl, Belle, Bayani

Instructions: Place a checkmark in the box that describes whether this activity or condition is present (PR) or absent (AB) during your observation of the demonstration. If you are unsure about it, check the last box marked 'not confirmed' (NC)

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(Figure 4 continued)

PR: Present
AB: Absent
NC: Not confirmed

	PR	AB	NC
Implementation 1. Students get activity directions from: Initial verbal instructions from teacher.	𝍸 𝍸 |	||	
Visual clues --- sample outcomes, written or pictoral instructions.	𝍸 ||||	𝍸	
Another child (modeling, giving direction).	𝍸 ||	𝍸 |	
2. Children have access to materials and tools in classroom without further teacher intervention after initial instructions.	𝍸 𝍸 |||	|||	||
3. Children complete task within time allotted or know that it is on-going to another time.	𝍸 𝍸 𝍸	|	||
4. Content is review activity (not newly presented or follow-up reinforcement of new information).	𝍸 ||	𝍸 𝍸	|
5. Children work through activity without further teacher intervention. (housekeeping) Task initiation.	𝍸 𝍸 𝍸 ||		|
Task completion.	𝍸 𝍸	𝍸 ||	
Following directions: Did students do what you asked them to do?	𝍸 𝍸 ||	𝍸	|
6. Workspace provided is appropriate to accomplishment of the task.	𝍸 𝍸 𝍸 |		||
7. Children demonstrate when they have completed their work that they: Have means to check their own work.	𝍸 𝍸	𝍸 |||	

(Figure 4 continued)

	PR	AB	NC
Dispose of completed work appropriately.	𝍸 𝍸 |||	𝍸	
Clean up materials and tools --- as appropriate to the nature of the activity.	𝍸 𝍸 |||	𝍸	
Transition to another activity smoothly and without disruption or distraction from other students.	𝍸 𝍸 |||	𝍸	
8. During independent work sessions, students and teacher can work without disruption or distraction from other students.	𝍸 𝍸	𝍸 |||	
9. Teacher facilitates understanding and/or extension of lesson content --- not classroom routines.	𝍸 𝍸 |||	𝍸	

Analysis

The team looked at the data that they had generated and gathered, and drew the following conclusions:

Operative strategies:

1. Students generally had access to materials and tools.
2. Students completed assignments within time allotted to do so.
3. Students followed verbal directions of teacher and initiated tasks without further teacher intervention.

Non-operative strategies:

1. Students were not able to complete some assignments that required direct teaching or guided practice by the teacher.

2. Students needed additional help in following classroom routines, such as clean up and transition to other activities. Further directions may be needed using written or pictoral format, or modeling by students in order to eliminate disruption to activities of others in class.

3. Students were frequently unable to check their work independently, and needed to confirm performance with teacher.

Continuing concerns:

(Training issues)

1. There is insufficient awareness of the differences between guided practice and review as instructional techniques.

2. There is insufficient knowledge of student levels of content and skill mastery in order to decide whether an activity is guided practice or review.

3. Need for improved direction-giving that utilizes additional and verifiable clues for students (i.e., pictures, models, etc) and includes focus on routines, transitions, etc.

(Non-training issues)

1. Greater access to reproduction facilities for creating more instructional materials for students.

2. Additional resources and ideas for review and extension activities.

Benefits of implementation of the training objective:

1. Students learn how to work independently. They will have to do this in the United States.

2. Teacher is freed to work individually with students and gets to know them better.

Objective #3: Develop procedures for assessing student performance in a curriculum area.

Teachers developed a set of learning objectives and outcomes for the English Language Unit (ELU) of the week. From these objectives, they developed assessment objectives. These included a description of the activity the students would engage in, as well as a description of the conditions and criteria under and by which the student would demonstrate his learning. Teachers then developed an assessment 'tool' or task that reflected the condition of the assessment objective, usually in the form of a task or a worksheet. Teachers did the assessment lesson with the students on Thursdays or Fridays, at the end of the unit and as part of the instructional plan for the day. Teachers kept an on-going record of individual performance in the completion of the assessment tasks week by week.

Figure 5
Observation Checklist #3

Training Objective: To develop procedures for assessing student performance.

Team C: Lucille (Supervisor), Rachel, Rey, Junjun

Instructions: Place a checkmark in the box that describes whether this activity or condition is 'present' (PR) or 'absent' (AB) during your observation of the demonstration. If you are unsure, check the last box --- 'not confirmed' (NC).

PR: Present
AB: Absent
NC: Not confirmed

	PR	AB	NC
Planning 1. Assessment objective and content relates to ELU topic objectives.	𝍸 II		II
2. Assessment objective describes specific criteria for mastery (i.e., 5/6 correct, 80%).	𝍸 II		II
3. Assessment objective describes testing conditions and teacher activity.	𝍸 I		III

(Figure 5 continued)	PR	AB	NC
4. Assessment objective describes student action: I.e., 'Student will write the names (*4) of 8/10 animals (*2) that live on a farm (*1) when teacher simulates an animal's talk/sound.	𝍸 I	III	
Preparation 1. Teacher gives clear instructions: describes stimulus and student response, i.e., "I will show you two pictures, write the name of the animal that lives on land."	𝍸 III	I	I
2. Teacher describes placement of answer, i.e., 'next to *1.'	𝍸 I	I	II
3. Teacher requests that student name be written on the test response paper.	𝍸 IIII		III
4. Teacher has all materials and tools in place and ready for student use.	𝍸 III	I	
Monitoring 1. Teacher clarifies instructions and stimulus information.	𝍸 IIII		
2. Teacher checks to see that students are working individually.	𝍸	III	I
3. Teacher refrains from coaching students.	𝍸 I	I	II
4. Teacher refrains from confirming student answer.	𝍸 I	III	
5. Time allotted for assessment is appropriate to content and objective.	𝍸 II	I	I
6. Teacher allows sufficient but not indefinite time for student response.	𝍸 II	I	I

(Figure 5 continued)

<table>
<tr><th></th><th>PR</th><th>AB</th><th>NC</th></tr>
<tr><td>7. Teacher uses Bilingual Aide to:
Pass out materials.</td><td>||</td><td>𝍸 ||</td><td></td></tr>
<tr><td>Monitor students.</td><td>||</td><td>𝍸 |</td><td>|</td></tr>
<tr><td>Record assessment results.</td><td>|||</td><td>𝍸 ||</td><td></td></tr>
<tr><td>Closure
1. Teacher has a system for recording individual student performance on his/her assessment tool.</td><td>𝍸 |</td><td>|</td><td>||</td></tr>
</table>

Analysis

The analysis was conducted by the team as they reviewed the data generated from this Observation Checklist.

Operative strategies:

1. Clear instructions and clarifications of these to students.
2. Assessment objective relates to ELU objectives for the week.
3. Assessment tool reflects content and conditions of the assessment objective.
4. Sufficient time was allotted for assessment appropriate to objective's content and student abilities.
5. Materials used in assessment were similar to those used during teaching.
6. Teacher refrains from coaching and confirming student answers.
7. Teacher has a system for recording individual performance over time.

Non-operative strategies:

1. A written assessment objective was not available.

2. Individual effort was not assessed. Student interaction was not restricted. This may relate to considerations of both physical space limitations and cultural predisposition.

3. Bilingual Aide (BA) was not used extensively during the assessment process.

4. Bilingual Aide was observed, in one instance, coaching students.

Continuing concerns:

1. Testing individual performance is difficult. However, some form of assessment is important if teachers are to know and to understand what it is that students have learned and what they have not learned, relating that to modifications they can make in their teaching behaviors and in instructional content. Individual testing is a part of American school life, and PREP students should have some orientation to this during their PREP experience.

2. Better understanding of the rationale and function of an assessment objective and its possible role in record-keeping.

Benefits of implementation of this training objective:

1. Teachers developed a good idea of how different children were learning over time; it made the summative profiles much easier to fill out.

2. Teachers found that they focused their lessons much better when they had designated specific objectives for the week that they wished the students to achieve.

Objective #4: Increasing student participation in instructional activities.

The team working on this objective tried out different methods to increase verbal and nonverbal participation of students in their lessons. Initially, the group worked on specific ways in which the teacher might engage students in a greater amounts of initiating behaviors, both verbal and nonverbal. Students would do more of the 'work' of the instructional activity and the teacher less. However, it proved very difficult to facilitate initiating verbal behaviors that would involve a high percentage of the students in a large group. Most trainees eventually went to a learning center format, or the use of guided practice and review activities that would engage a larger percentage of students in 'doing' during the instructional period. Even so, much of the students' activities were essentially nonverbal.

The team did generate an interesting observation form for assessment purposes. A grid was developed to define and profile the type of participation that individual students might engage in during a lesson. We defined four types of participation: verbal initiation, verbal response, nonverbal initiation and nonverbal response. We used a tally system to record the observed participatory behavior. We then looked overall at the types of participation that had been elicited from students by the instructional activities of the teacher(s).

Figure 6
Observation Checklist *4

Training Objective: To increase student verbal and nonverbal participation in instructional activities.

Team D: Kay (Supervisor), Luz, Lalaine, Eli, Gerard, Ellen, Meinard

Definitions:

Verbal initiating behaviors: Students ask questions, give instructions, read stories aloud, direct routines, interview, describe.

Nonverbal initiating behaviors: Students demonstrate, model, pantomime, show, act, write, draw, etc., to communicate something.

Verbal response behaviors: Students act as audience, answer questions, label, name, describe, according to direction given by teacher.

Nonverbal response behaviors: Acts without speaking in response to teacher or student direction, Total Physical Response (TPR).

Directions: On the tally sheet, you are to put a slash mark (/) every time you observe a child engaged in one of these behaviors during the lesson. Every time a student asks a question (verbal initiation), every time a student answers a question (verbal response), every time a student points to

(Figure 6 continued)

a named item as directed by another (nonverbal response), every time a student initiates a nonverbal act (i.e, pantomime) without immediate prior teacher direction (nonverbal initiation). Record as many individual student behaviors as possible while you observe the teacher conducting the lesson. Don't panic --- you will never tally them all, so just do the best you can. You are also doing the same kind of recording in regard to teacher behaviors, categorizing his or her behaviors as described on the tally sheet. You may want to spend five minutes observing and recording students, and the next five minutes observing the teacher --- and so on. It will be interesting to see what we come up with!

1. Activities facilitated by a teacher can elicit these kinds of student participation. Please put a tally mark in the appropriate box when you see a student acting in such a manner. Essentially you are recording only the number of times that you see the behavior occurring. Don't worry about whether you have already recorded a particular child or not --- you are recording the occurrence of different types of behaviors only.

Verbal Initiating.	𝍸 𝍸
Verbal Responding.	𝍸 ////
Nonverbal Initiating.	𝍸 ////
Nonverbal Responding.	𝍸 ///

2. Put a tally mark for each time that you see the following teacher behaviors occurring in a lesson.

Teacher acts as coach for:

Student verbal initiation.	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 //
Student verbal response.	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸

(Figure 6 continued)

Teacher acts to: Promote audience listening and attending behaviors.	𝍸 𝍸 𝍸 𝍸 𝍸
Promote audience response behaviors.	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 |

Directions: Put a check mark in the space to indicate whether you have observed or have not observed these conditions and behaviors during the demonstration.

OB: Observed
NOB: Not Observed
UC: Unable to confirm

	OB	NOB	UC
1. Activity facilitated by teacher demonstrated these kinds of student participation (count all kinds observed) Verbal initiating behaviors.	||	𝍸 𝍸 𝍸 |	
Verbal responding behaviors.	𝍸 ||||	𝍸 ||||	
Nonverbal initiating behaviors.	𝍸 ||||	𝍸 ||||	
Nonverbal responding behaviors.	𝍸 𝍸 |||	𝍸	
2. Verbal initiation (question or direction) or verbal response by students is at student's language level.	𝍸 𝍸	𝍸 |	|
3. Verbal interaction between student initiator and student respondent is of short duration so as to increase the number of students who can be involved and so maintain on-going audience interest.	𝍸 |||	𝍸 |	|
4. Props and materials used by students in interaction with other students are easy for them to manipulate, facilitate flow and increase numbers of students who participate.	𝍸 𝍸 |	|	||
5. Majority of students are listening and attending to student initiator without teacher intervention.	𝍸 𝍸 ||	𝍸	||

(Figure 6 continued)

	OB	NOB	UC
6. Responding students answer/perform as appropriate to verbal initiation of student.	𝍸 𝍸 |		||
7. Majority of students choose to participate without teacher prompting.	𝍸 𝍸 |		|
8. There are enough materials for all or most of the students to work in a continuing and focused manner.	𝍸 𝍸 ||		|
9. Teacher provides simple model (verbal or nonverbal) for student who will become initiator.	𝍸 𝍸	𝍸	
10. Teacher makes attempts to include children who have not participated.	𝍸 𝍸 |	𝍸	|
How many students are in the demonstration lesson? Activity and topic:			

Analysis: This was conducted by the team as they reviewed the data generated on this Observation Checklist.

Operative strategies:

1. None of the strategies worked effectively for all of the teachers.
2. Demonstration activities seemed to be mostly planned to elicit nonverbal responsive behavior on the part of students.

Non-operative strategies:

1. Model that teacher provided for verbal initiation or response by students was often beyond students' language level.
2. Verbal interaction between students was often of prolonged duration

and contributed to attention-maintenance difficulties of other students.

3. Activities that facilitated verbal initiating and verbal responsive behaviors on the part of students were comparatively limited.

Continuing concerns:

(Training issues)
1. To develop procedures for facilitating small-group activities with students to increase their participation in instructional activities.

Benefits of implementing this training objective:

1. Awareness that there is limited effort on the part of teachers to facilitate verbal initiating and verbal responsive behaviors, or nonverbal initiating behaviors on the part of students in the instructional activities that teachers plan.

2. Trainees' awareness that facilitating small-group activities in the classroom as an instructional technique may increase the level of student participation in instructional activities.

Recommendations for Training Design 1990

Data gathered through reading research and the needs assessment process completed in October 1989 suggests that the following suggestions be implemented as part of the 1990 team-level training design.

1. Training content should be thematic, systematic and on-going.

2. The training design should utilize existing teams as a forum for small-group training to build on the cooperation and mutual support that already exists between team members, and between team members and their supervisors.

3. Training procedure needs to facilitate increased interaction and sharing between training and instructional staff.

4. The training process should view Filipino teacher-trainees as English as-a-second-language learners, and should replicate the Whole Language approach (as adopted by the PREP program to teach Indochinese refugee students) to train PREP teachers.
    A. Training teachers using the Whole Language approach can provide a model in action for PREP classroom facilitation of this same approach by teacher-trainees.
    B. Use of classroom implementation experience as the basis for across-culture communication about the improvement of teaching skills.
    C. Promote active learning on the part of the teacher-trainee through the classroom implementation phase of the training process.

5. Training sessions need to provide time for discussion, reflection and sharing of trial classroom implementations by and among teachers, trainer(s) and supervisor(s).

6. Training input needs to be comprehensible with many opportunities for hands-on experience utilizing a variety of experiential approaches.

7. Training procedure should focus on classroom implementation of input and provide mechanisms for insuring this opportunity --- including time, support and resources (ideas, activities, materials and demonstrations) from training staff.

Recommendations for Training Design 1991

The data tabulated from needs assessment information gathered in August 1990, suggest that the following elements be part of the design for the 1991 training cycle:

1. Training content should continue to reflect the perceived needs and concerns of the instructional staff. Focus can be identified from among the responses to the Teaching Competencies Checklist, from the evaluation of training content, from goals stated as responses in the Learning Needs Assessment, and from feedback received from program managers as to program directions and needs.

2. Approach to training content should continue to systematically utilize the cyclical processes of input, inplementation and reflection on the part of the teachers and training staff.

3. Supervisors need to be actively involved in all aspects of team-level training; this needs to be a formal agreement between supervisor and the training staff member. Regular meetings to discuss mutual concerns and arrangements need to occur. To date, supervisors have been involved informally and voluntarily, but the degree of participation varies.

4. The team-level training objective should be embedded in the Growth contract that currently exists between each teacher and his or her supervisor. This allows for continued emphasis and follow-up on the skill developed through the training objective even as the training cycle ends.

5. The peer observation and coaching component should become regular and on-going practice in team-level training procedures. Teacher buddies would work together regularly on demonstration and observation tasks throughout the training cycle.

6. The underlying rationale for working on the training objective certainly needs to be established and clarified initially; it is important to reclarify and refocus on this frequently. Why is this objective important? Does it effect overall program vision? How?

7. There is no absolutely and infallibly correct recipe of strategies and/or conditions that make for the one 'effective' way to go about achieving a training objective. The skills, needs and concerns of each team --- the designers --- will dictate creative differences based on needs, skill levels, instructional approaches and a host of other individual considerations. Teacher-trainees need to be comfortable with those differences, each taking what he or she can use in his or her own teaching.

8. Training staff will schedule for themselves the equivalent of one day per week for research, resource-gathering, planning and preparation for team-level training. This will enable trainers to be a more informed and effective resource for teachers.

9. Large-group or cross-team sharing sessions will be conducted periodically within the team-level training cycle. Sessions will reflect training content and provide opportunities for teachers to share with and learn from other teachers on other teams who may have similar concerns and other solutions.

PREP TEACHER-TRAINING PROGRAM
MANUAL FOR TRAINERS

ANNE THURSBY
PREP TRAINING SPECIALIST
AUGUST 1989 - AUGUST 1991

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CHAPTER V

PREP TEACHER-TRAINING PROGRAM: MANUAL FOR TRAINERS

Introduction

Purpose of the Training Manual

This in-service training program for teachers was developed for, field tested and evaluated by the instructional staff of the PREP (Preparing Refugees for Elementary Programs) program between October 1989 and December 1990. It is based on an experiential learning model utilizing the interplay of theory and experience, experience and reflective thought. Training emphasis is thus on the development and testing of strategies, by teachers and with the support of training personnel, that will achieve desired changes in teaching behaviors in PREP classrooms. The manual is the result of the field-test and evaluation that was carried out to determine the effectiveness of this training process.

The focus of the training manual is on team-level training. Additional tasks that are the responsibility of the Training Specialist and his or her staff (currently two training supervisors) are briefly described in order to provide a perspective of the larger picture within which team-level training operates.

The objectives of team-level training are:

1. To offer training content that is relevant, feasible and of perceived value to teacher-trainees.

2. To provide a training framework that offers both theoretical learning and opportunities for classroom implementation of that learning, utilizing the interplay between learning and practice as the fundamental process.

3. To implement the Whole Language approach as an English as a second language technique in training sessions with Filipino teachers. This may well serve to 1) increase comprehension of content by trainees, and 2) provide a model, in itself, for the Whole Language techniques that form the PREP program's philosophical approach to teaching Indochinese refugee children. A more detailed description of this approach

appears on pages 93-95.

4. To facilitate the development of teacher-generated working models as solutions to the problems that teachers have identified and worked toward solving during the training cycle.

5. To structure a problem-solving process that may be utilized independently by teachers in a sustained and sustaining manner as they seek to improve their teaching performance throughout their professional life.

It is hoped that the flexibility and self-corrective procedures which have been built into the training design will address and accommodate to the changing interests, concerns and skills of PREP teaching staff from training cycle to training cycle. This takes the form of periodic pre- and post-assessment of both training design and content, with procedures for making necessary modifications in planning for subsequent training cycles.

To implement this program most effectively, it is suggested that the Training Specialist:

1. Educate him or herself about the trainees ---- Filipinos--- through lots of listening and lots of questions. There are many interesting books available about Filipino peoples, culture and perspectives.

2. Bring to the task, or gain, an understanding of adult learning processes and adult education, particularly nonformal education.

3. Have technical skills in the area of classroom observation, formulation and assessment of objectives, task analysis and coaching.

4. Utilize facilitative, as opposed to didactic, approaches in training.

5. Have the ability to concretize; to envison and to help others envision specific, observable behaviors and conditions that are manifestations of abstractions (ideas, approaches, philosophies, etc.).

There is a small but adequate collection of resource books available on many of these topics at the ICMC (International Catholic Migration Commission) Library at RPC.

World Relief Corporation and the PREP Program

The PREP program is administered by World Relief Corporation (WRC), headquartered in Wheaton, Illinois, U.S.A. It is one of the Corporation's programs at the Refugee Processing Center (RPC) in Bataan, Philippines. The PREP program is funded by the United States Department of State.

In addition to the PREP program, WRC administers a medical program which staffs neighborhood health clinics for refugees at the same site (RPC). WRC also operates a Spiritual Ministries program which serves in-camp (RPC) refugee church programs, the World Relief staff and surrounding local churches. A Project Director coordinates and supervises the activities of these three programs and acts as a liaison to the staff at headquarters in Wheaton, Illinois.

The purpose of the PREP program is to provide four hours of daily instruction to Indochinese refugee children (Vietnamese, Cambodian, Laotion), ages 6.5 to 11 years, during the six-month processing cycle that they undergo at RPC, with their families, prior to permanent resettlement in the United States. Instruction is provided in the areas of oral and written language (English as a Second Language), reading, mathematics, science, art and physical education.

The content of these curricular areas is determined by and organized around a weekly English Language Unit (ELU) topic. There are eighteen such units within the instructional cycle. The sequence of topics generally follows an Early Childhood science and social studies curriculum: personal information, body parts, clothing, family, home, size and attributes, feelings, health and nutrition, food, plants and animals, shopping, directions, community places and people, transportation, telephone communication and safety. Orientation to American culture is the basis for selection of the concepts and vocabulary of these units. The purpose of this integrated curriculum is to provide these students with cultural orientation to the United State and basic communicative skills in English in order to facilitate their eventual successful integration into the American public school system.

The PREP teaching staff is comprised of Filipino nationals, presently organized into teams of eight to ten teachers. Each team is guided by a supervisor. Two-thirds of the supervisory staff are Filipinos, the rest are Americans. Supervisors and resource specialists in the Curriculum and Training Departments comprise the mid-management level of the PREP program.

Senior management staff for the PREP program include a Deputy Director for Instruction and a Deputy Director for Administration. Both deputies and the resource specialists for curriculum and training are supervised by the Director of Instruction. The Director of Instruction reports to the WRC Project Director.

PREP Instruction

In order to obtain teachers, PREP program managers hire Filipinos who have an undergraduate degree, an ability to communicate effectively in English and some previous formal or informal work experience with children. After a three-week orientation, these teachers are absorbed into a team and provide four hours of daily instruction to refugee students in the classroom. Instruction occurs either during a morning (7:30 a.m. to 12 noon) or afternoon (12 noon to 4:30 p.m.) instructional block.

Depending on when instruction occurs, the teachers and their supervisor will utilize the remaining hours of the work day (7:30 a.m. to 10 a.m., or 2 p.m. to 4:30 p.m.) as team time. It is during team time that all of the planning and preparation for instruction, as well as any formal or informal training, occurs.

The PREP program provides this instruction to refugee students through a relatively inexperienced and professionally unprepared instructional staff. This has generated an intensive model of training and supervision for teachers. Supervisors frequently observe their teachers; evaluations occur once a teaching cycle, i.e., every six months. The supervisor supports and guides his or her teachers, and coordinates the following weekly team-time activities.

Flow charting (2.5 hours per week). This is the first step in teacher planning for the subsequent week's instruction. Team members brainstorm to develop a list of all the activities in different subject areas (math, reading, etc.) that are appropriate to the particular English Language Unit (ELU) which will be introduced. The Curriculum Department has provided an umbrella curriculum of objectives and activities in different subject areas which are related to the weekly ELU topic. Teachers draw on this information, use resources available from the Teachers' Resource Library (TRL), ideas and materials from other teachers, and their own past experience to generate a list of possible instructional activities for the following week.

At this time teachers also gather and prepare materials (e.g., visual aids, books, worksheets and manipulatives) that they wish to use for the lessons they are planning. These teacher-preparation activities generally occur on Monday or Tuesday during team time as well as during independent time later in the week.

Classroom work night (2.5 hours per week). Teachers spend one evening of the week working in their classrooms. They may make materials for instructional use, prepare the classroom or do individual lesson planning. Very often, the bilingual aide will also attend to help out and to plan with the teacher. The students may come as well!

Team planning and training with the supervisor (2.5 hours per week). This session functions as the weekly clearinghouse for announcements and discussion of timely program issues. Team activities specifically related to instruction (Parent-Teacher Orientation (PTO), parent conferences, Social Hour, Graduation, Field Day) may be planned jointly, as well as any special events such as a science fair or Mini-Olympics. This is also the time when the supervisor may provide informal training to his or her teachers.

Independent planning and research time (2.5 hours). Time is given to team members to utilize resources for research, and to prepare lesson plans and materials for the following week of instruction in the classroom.

Team-level training (2 hours). Teachers, their supervisor and the training staff agree on a training objective the team will work on during this time to improve their teaching skills. This team-level training requirement is mandated by the U.S. Department of State and will be the focus of this Training Manual.

Team-level Training: Implementation of the Whole Language Approach

The purpose of the training program is to facilitate the implementation of training input in classrooms, with the ultimate goal of improving teaching behaviors. The focus, therefore, is not only on content --- a philosophy, methodology, an approach --- but more importantly on how to do that content in the classroom.

The PREP program subscribes to the Whole Language philosophy for teaching English to Indochinese refugee students. The Whole Language approach is a "developmental language model based on the premise that youngsters acquire language as naturally as they learn to walk and talk."[2] The teacher assumes the role of a facilitator, providing time, resources and instructional opportunities for interaction which support the natural development of language among their students. Thus, the teacher creates conditions that maximize the functional use of language.

> (This) Holistic instruction requires extensive knowledge in language development, observation (techniques). recognition of developmental stages, facilitation strategies such as conferencing, and a sense of timing to ensure that instruction is based on the individual needs of students.[5]

This author, Heald-Taylor, continues, "Learning strategies are child-centered, causing youngsters to continually experience and use language to seek meaning."[6]

Harp (1992) describes more specifically the behaviors and function of the teacher in the Whole Language classroom.

> The teacher spends more time on creating an environment ... (rather) than in direct instruction.
>
> The teacher is more likely to have melded into a group rather than be positioned in front of them, lecturing.
>
> The classroom is student-centered and teacher-guided rather than teacher-directed. Whole class instruction ... isn't the norm.
>
> The teacher has created an environment that invites children to explore, experiment, to investigate --- to take responsibility for their own learning.
>
> There should be evidence that the teacher has handed over much of the responsibility for learning to the children.
>
> Evidence, also (should exist) that the teacher under-

> stands that his function is to create an environment which will take the child further along the learning path than the child could achieve by himself.
>
> The Whole Language teacher's focus of attention is on the degree to which children are mastering strategies in a process-oriented classroom.[8]

The training design focuses on the implementation of these Whole Language-based teacher attitudes and skills in PREP classrooms.

In order to train PREP teachers, the Training Specialist is thus challenged:

1. To develop an understanding of the learning-teaching process as it occurs in Filipino culture. This provides a background for an understanding of the differences and similarities between American and Filipino perspectives on the role of the teacher and the learning-teaching process. Understanding these, the trainer may be able to build bridges across differences and reinforce similarities toward the end of helping PREP teachers develop the attitudes and behaviors described above.

2. To increase the relevance, feasibility and value of training content and process for PREP teachers, as well as to be responsive to program need. Periodic needs assessment and reassessment are important strategies for achieving this.

3. To replicate the Whole Language approach in training teachers so as to:
   - A. Provide a model for PREP classroom facilitation of the Whole Language approach.
   - B. Use experience --- demonstration and observation --- as the basis for across-cultures communication about the development of or changes in teaching behaviors.
   - C. Promote active learning on the part of the teacher-trainee through the classroom implementation phase of the training process.
   - D. Reinforce the activities of planning, experimentation and analysis as valuable tools in improving teaching skills in PREP teachers, and as a model of learning behaviors for PREP students.
   - E. Provide feedback to teachers that is based on the observation of behaviors as they approximate the achievement of behaviors which implement the training objective.

F. Translate theory into practice: focus on specifics and how-tos that will help trainees follow up with classroom implementation of hypothesized strategies.

G. Promote teacher independence in making educational decisions based on an understanding of educational purposes and the possible implications of instructional approaches and content as they affect the learning and developing PREP student.

An Overview: Team-level Training

This team-level training design operates for a nine-month period within the annual in-service training schedule.

It has the following elements:

1. Formative Needs Assessment.
   A. Identification of training content needs of teaching staff. The instrument developed to partially assess these is the 'Teaching Competencies Checklist' (TCC)
   B. Identification of training process needs (i.e., learning needs) of the teaching staff. The instrument developed to assess those needs is the 'Learning Needs Assessment' (LNA).
   C. Feedback to instructional staff and program managers in regard to both training content and training process concerns that have been identified through the needs assessment process.

2. Team-level training design. This has two parts which operate in a continuing and dialectical fashion, one incorporating and feeding back into the learnings from the other.
   A. Training sessions: this is the forum for new information, resource-gathering, analysis of demonstration and observation experiences, demonstration of techniques, reworking of strategies for further experimentation.
   B. Follow-up demonstrations and observations in the classrooms.

3. Assessment of participant progress toward achievement of the training objective.
   A. Evaluation of the implementation of tested strategies for achieving the training objective.
   B. Identification of operative and non-operative strategies, of further

training needs, and of non-training issues affecting the achievement of the training objective.

C. Identification of perceived benefits and relevance of the training objective to PREP teacher-trainees.

4. Formative needs reassessment.

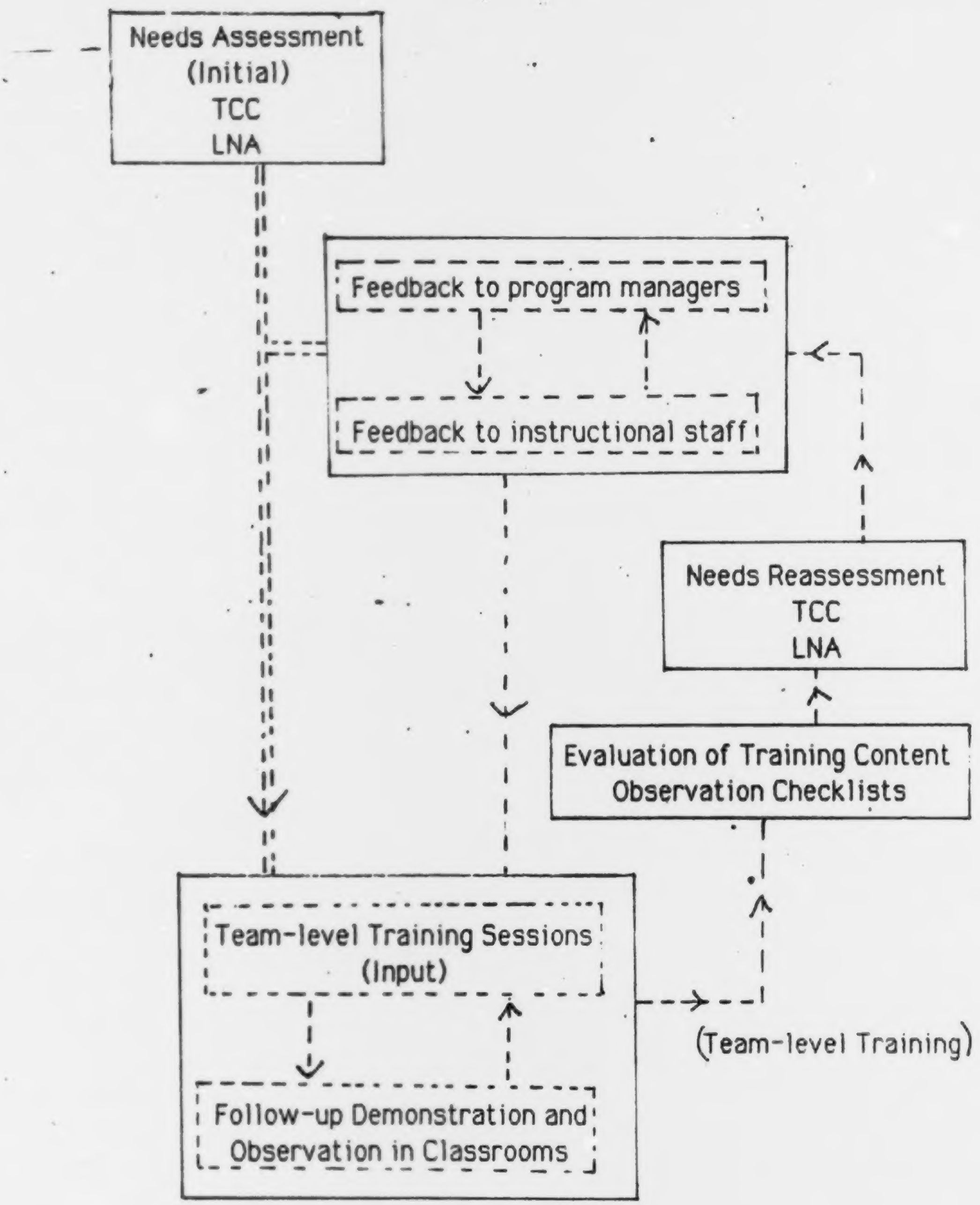
A. Identification of training content for the subsequent training cycle. Data gathered through the Teaching Competencies Checklist (TCC).

B. Reformulation of aspects of the team-level training process for the subsequent training cycle. Data gathered through the Learning Needs Assessment (LNA).

C. Feedback to program managers and instructional staff regarding data gathered and the development of plans for the subsequent team-level training cycle: training process and training content.

This team-level training process is cyclical, and can operate from year to year. The design allows for regular reformulation of training process and content based on program and staff needs as they are expressed by the teaching staff and management personnel. A schematic drawing (Figure 7) on the following page describes it more clearly.

Figure 7
Team-level Training Design


Needs Assessment
(Initial)
TCC
LNA
Feedback to program managers
Feedback to instructional staff
Needs Reassessment
TCC
LNA
Evaluation of Training Content
Observation Checklists
Team-level Training Sessions
(Input)
Follow-up Demonstration and
Observation in Classrooms
(Team-level Training)

*on-going cycle ---------->
initiating phase ========>

The Training Specialist's in-service training responsibilities include, but are not limited to, team-level training activities. A brief description of those additional tasks is offered so that team-level training responsibilities can be viewed from this larger perspective.

The Training Department provides these other services:

1. Formulation and coordination of personal and/or professional growth workshops and seminars that are offered to teaching staff and other project employees over a two-and-a-half month period (the Rainy Season Seminars) at the end of the team-level training cycle. These are staffed by in-house volunteers with interest and expertise in the subject being offered. These seminars culminate in group and/or individual projects and demonstrations offered in a 'sharing fair' context to all participants.

2. Teacher exchange program with staff at an elementary school at the American Naval facility, Subic Bay. This experience has offered PREP teachers a close-up view of the way in which American schools are generally run, and has value as cultural orientation. It has occurred on a bi-monthly basis.

3. Coordination of large group, cross-team trainings. This is done on an as-needed basis throughout the year, both during the team-level training cycle and during Rainy Season Seminars. These large group trainings have been venues for sharing fairs, consultancies, cultural orientation issues and curriculum content orientation.

The parts of the present in-service training program follow an on-going yearly pattern.

January through July: Team-level training for teaching staff.
1. Development of training objectives for each team.
2. Implementation of the training process.

August:
1. Evaluation of training content.
2. Needs (re)assessment of teaching staff: content and process.
3. Initiation of personal and professional growth seminars (Rainy Season Seminars).

September through November:

1. Coordination of personal and professional growth seminars.
2. Identification of training content options for subsequent team-level training cycle.
3. Identification of needed changes to the training process as expressed by teaching and supervisory staff.

December:

1. Negotiations with program managers and teaching staff to establish training content and process for the subsequent team-level training cycle.

Formative Needs Assessment

Rationale

Training content and process are organized and developed through a needs assessment procedure with teacher-trainees and their supervisors. There is ample justification for seeking self-evaluations from teachers and supervisors regarding their learning and teaching needs.

In-service training for teachers is a program requirement, mandated by the funding source. Implementation and improved teaching performance is assumed to be the consequence of this activity. Research literature[46] suggests that eventual use of training input is conditional upon its perceived relevance to the trainee's needs. Implementation of training content may more probably occur if training staff can tap into the teaching and learning needs of the individuals it serves.

An effective teacher is a craftsman and on-the-job learner.[50] He or she should be able to assess the impact and outcomes of instructional input on student learners. Fundamental to this process must be the potential capacity not only to make judgments about his or her own skills and challenges as a teacher, but also to develop an awareness of him or herself and others as learners who respond differently to different kinds of stimuli. In the PREP teacher-training design we have emphasized the importance of self-evaluation and self-perception of teacher-trainees, and see it as a vitally important element in the process of determining training objectives and formats.

Program goals and expectations need to be clearly communicated by the management through training and supervisory staff. Teachers give expression and instructional life to these program goals. The teacher functions as the front line strategist; he or she is in a good position to identify what helps or hinders the implementation process. These concerns can be expressed through the self-assessment of teaching skills and in the goals that teachers set for themselves professionally. They are extremely important in the formulation of the training process.

There are two needs assessment instruments that have been developed to tap into both the teaching and learning concerns of instructional staff, the Learning Needs Assessment (LNA) and the Teaching Competencies Checklist (TCC).

The LNA seeks to identify the learning (training) conditions that teachers and their supervisors perceive as supportive to their learning and facilitative of their capacity to implement training input in classrooms. This instrument elicits the following information:

1. Teaching goals for the next instructional cycle.
2. Identification of useful and preferred training formats.
3. Preferred size and composition of the training group.
4. Timing of training.
5. Sources of new information and resource.
6. Causes for non-application of training input in the past.
7. Training follow-up practices that have helped teachers implement training input in their classrooms.
8. Assessment of past training: What was helpful? What might be done differently?

A sample of the LNA follows after a brief description of administration procedures. Data gathered from the LNA will be used in the formulation of the training cycle process.

The TCC identifies areas of concern that teachers and their supervisors have about their performance of a variety of instructional tasks. Self-evaluation from each teacher and a general team assessment by the supervisor is elicited in regard to the performance of the following teaching tasks:

1. Lesson planning and preparation.
2. Classroom instruction and management.
3. Understanding of program methodologies.
4. Assessment of student learning and teacher performance.

The data gathered from this instrument, along with the professional goals described in responses to the first question on the LNA, form the basic pool of training content options for the subsequent training cycle. Additional items may be added by teams for consideration when decision-making time for this occurs.

Both the LNA and the TCC are administered in one two-hour sitting with each team during their team-time. The LNA is administered first to the the whole group;.the TCC is then completed independently by individual respondents.

Administration of the LNA

This is conducted as a written interview and is completed by each team member and his or her supervisor. Responses are anonymous; only the team label is specified. The LNA is administered by the Training Specialist. The maximum time needed for completion is about an hour. The trainer posits the questions, repeating and clarifying their content and intent as necessary. Time is given between each question, five to eight minutes, for teachers to make their responses. We discovered that the most thoughtful responses came when the pace was controlled --- one at a time, expecting a response and allowing most individuals ample time to formulate one.

1. Trainer copies the responses already listed in questions * 2, 3, 5 and 6 onto manila paper, or on an available blackboard or whyteboard.
2. Trainer reads a question and then repeats it, making any further clari-

fications as requested by individual respondents throughout the response time.

3. Teacher-trainees and supervisor write their responses. The trainer should allow five to eight minutes for response time to each question. If there are individuals who have not completed it during this time, have them leave ample space to finish it later, and go on to the next question with the group. When all of the questions have been posited in the manner described, individual respondents can take time to go back and finish incomplete answers before beginning work on the TCC.

4. Some of the questions have a list of possible options from which respondents may choose. Trainer should explain that the lists describe some possibilities, but that respondents are not limited to these and can include any others that more appropriately express their response to these questions.

Data from each team is gathered and compiled to provide results that are inclusive of input from all teams. This compilation will become the basis for decision-making about the training process. It will be provided as feedback to teams for the development and/or modification of the training process; it will also be given to managers in order to coordinate program issues that impact on team-level training and vice-versa.

Figure 8
Learning Needs Assessment Interview

---

1. What are some of your goals as a teacher? What would you like to see yourself doing better or differently in your next teaching cycle?

2. What kind of training presentation have you enjoyed most? Which kinds have you learned most from --- some idea, activity, approach you could take into your classroom and try out?
   (Refer to the list as desired.)

   A. Listening to a lecture --- or giving one.
   B. Watching a video.
   C. Watching a demonstration of a technique --- or doing one.
   D. Observing another person in a classroom --- who?
   E. Talking and sharing in small groups.
   F. Make-and-take or sharing workshops, fairs.
   G. Role-playing activities.
   H. Observation and feedback from another.

   There are many other kinds of presentations; name any additional ones that have been useful for you.

3. Think about the other participants who may be with you in a training session. What kind of group have you felt most involved in? What kind of group has been most useful for your learning purposes? Why?
   (Refer to the list as desired.)

   A. Large group: same or different skills and purposes.
   B. Small group: same or different skills and purposes.
   C. Individual: tutorial or self-directed.
   D. Cooperative or collaborative: one or two other people.

   If there are other grouping possibilities that are not included here, and they have been useful and constructive for you, please describe them.

4. Think about your daily schedule. What time of the day are you most alert, awake and focused --- morning, afternoon, evening? When is the best time for you to concentrate?

5. Even though you may have heard or learned about an interesting idea,

(Figure 8 continued)

approach or technique, you may not try it out in your classroom. There could be many reasons for this ...

(Refer to the list as desired).

A. I don't see its relevance or importance because ...
B. It doesn't fit with my students' level or skill or interests because ...
C. It doesn't fit my interests or purposes which are ...
D. I don't have time to try it out in class, or plan for it because ...
E. I don't understand how to implement it because ...
F. I would like additional follow-up because ...
G. I have tried it, but I need some feedback (from ...) or follow-up (from ...)
H. I think I'm doing fine as I am (without it) because ...

Any others? Please list them.

6. Think about the best sources and resources that you have had for trying out different techniques and approaches in your classroom, or for solving instruction or classroom management challenges you may be facing. From whom, from where and how do you get ideas or help with these?

(Refer to the list as desired.)

A. Written materials (books, articles) from ...
B. Visual materials (videos, presentations, demonstrations, etc.).
C. Things I heard from ...
D. Other people --- who? how?
E. Outside coursework.
F. Self-reflection and thought.

Describe any other sources that are important to you.

7. There has just been a training session. The presenter described an activity that you would really like to try out. What kind of support and follow-up might the training staff provide to you that will best support your efforts to try that idea out in your classroom?

8. What comments can you make about the training we have just completed (name it: team-level training, seminars, etc.)? What was useful in terms of content, approach, pace, scheduling, process? What was not useful? What could be done differently next time --- why? how?

Administration of the TCC

A teacher reads and responds to written statements describing a task, skill or attitude that a PREP teacher might have when he or she is involved in different activities that engage a teacher: planning and preparation, instruction, classroom management, evaluation of student progress and teacher performance, understanding and application of theory. The team supervisor also completes the checklist keeping in mind the general needs and concerns of his team of teachers. The checklist can be completed in less than an hour, but there is no limit. This is completed independently by respondents.

The respondent may react to items in the following manner: 1) 'I do this effectively,' 2) 'I need help to do this more effectively,' 3) 'I don't understand the statement.' In addition, we have encouraged people to write their own response if the options do not seem appropriate to them.

Respondents should identify their team on the first page, and not their own name. Responses are anonymous, but it is important that the responses to the TCC be identified and compiled by team in order to provide feedback later that is specific to the responses of each team at a later date.

Additional comments --- suggestions, modifications and questions --- are welcomed. Trainer can be available to clarify and to answer questions that respondents may have about the content or intent of different items as they complete the TCC.

Data gathered from the TCC is first compiled by team for feedback to each about training content suggestions for the subsequent training cycle. The data from individual teams is then combined inclusive of all teams for feedback to managers for program coordination and goal-setting purposes.

Figure 9

Teaching Competencies Checklist

Key for answering questions:

1: I do this effectively

2: I need help to do this more effectively.

3: I don't understand the statement.

(Please feel free to write in a response, if none of the above seems appropriate.)

Lesson Planning and Preparation

My lesson plans include:

_____ A learning outcome (i.e., description of what the students will be doing at the end of the lesson),

_____ the purpose of the activity (i.e., why are the students doing it?),

_____ the strategies I will use to facilitate this learning outcome.

_____ I also include a list of materials to be used.

Response:

_____ I can identify all of the things a child will need to know in order to be able to perform a certain task (e.g., two-digit addition).

Response:

_____ I usually try to find out what a child already knows about a subject (e.g., vehicles) before I start teaching him about it.

Response:

_____ I incorporate native language and culture into the planning I do for my lessons.

_____ I use it to make instruction comprehensible.

_____ I use it to make students feel proud of their heritage.

Response:

_____ I plan and prepare for the use of many tactile and visual aids and cues that will increase a student's understanding of what he hears me telling him.

Response:

(Figure 9 continued)

_____ I can identify students' learning styles, strengths and needs, and
_____ plan my lessons to facilitate the use of these styles by my students.
Response:

_____ My lesson plans are written so that a substitute could follow them with some accuracy and without further verbal explanation.
Response:

_____ I can adapt appropriate materials for the lessons I plan.
_____ I can create appropriate materials for the lessons I plan.
Response:

_____ I can plan a lesson for my students that is a practical application of a skill that I have taught them (e.g., finding locations on a map of RPC).
Response:

I select activities which:
_____ will give my students chances to practice their new learning with some help from me (guided practice).
Response:

_____ will give my students chances to practice and reinforce what they have already learned without much help from me (review).
Response:

_____ will help my students build on what they already know to learn something new (bridging, pre-focus).
Response:

_____ will give students chances to work together cooperatively or
_____ work independently.
Response:

(Figure 9 continued)

Classroom Instruction and Management

_____ I can teach the contents of a lesson so that a student will be able to show me that he has learned it today, tomorrow,
_____ even next week.
Response:
_____ I can assess what a child knows and
_____ what I need to teach him next.
Response:

_____ I develop a variety of techniques to teach a lesson, depending on the learning outcomes that I have planned.
Response:

_____ My instruction reflects my lesson plan.
Response:

_____ I show respect for my students --- their experiences and
_____ their skills.
Response:

_____ My classroom is a comfortable and non-threatening environment for my students.
Response:

_____ I can demonstrate effective class management skills given some times difficult conditions: language barriers,
_____ young children,
_____ disruptive students.
Response:

_____ I establish a behavioral management plan, and
_____ try to follow through consistently.
_____ I can change plans and conditions of these when necessary.
Response:

(Figure 9 continued)

____ I give clear, simple instructions that students follow easily and
____ accurately.
Response:

____ I always choose instructional activities which maximize the number of students who can participate actively in the lesson.
Response:

____ I can establish clear expectations for classroom behavior
____ with consistent follow-up and reinforcement.
Response:

____ In my teaching, I focus on what the student should be able to know and do when the lesson is over.
Response:

____ I allow students opportunities to exercise an individual learning style through independent experimentation with accessible materials, and
____ cooperative exploration of these materials with other children.
Response:

Understanding and Application of Theory

I can explain the importance of using English in the classroom
____ to parents,
____ to new teachers,
____ to students.
Response:

I can explain the principles of second language acquisition as they are demonstrated:
____ in the lessons I plan and
____ in classroom activities that are occurring.
Response:

(Figure 9 continued

I can explain my own principles of teaching in the areas of:
_____ lesson planning,
_____ instruction and classroom management, and
_____ assessment of students and my own performance;
_____ to parents,
_____ other teachers,
_____ and to my supervisor.
Response:

I can explain:
_____ the Natural Approach and Whole Language philosophy,
_____ TPR (Total Physical Response);
_____ to new teachers,
_____ parents,
_____ and to my supervisor.
Response:

_____ I can explain and describe an instructional sequence to another teacher
_____ and to my supervisor.
Response:

I can explain what is meant by:
_____ 'experiential learning' and
_____ 'discovery learning.'
_____ I am able to plan and demonstrate them in my classroom.
Response:

_____ I can explain some of the complexities of intercultural conflicts
_____ as well as some of the ways in which I have managed them.
Response:

Assessment

_____ I can determine what students know and
_____ do not know when they enter my class --- in order to know what and how I will teach them.
Response:

(Figure 9 continued)

_____ Each week I check to see what the student has learned during that week;
___ I also check to see what he remembers from past weeks' lessons.
Response:

_____ I can assess individual student learning progress during the time that he or she has been in my classroom.
_____ I can describe that progress in written form on the Student Profile.
_____ I can describe that progress to parents,
_____ and to my supervisor.
Response:

_____ I can assess the activities of the lessons I have done in terms of their effectiveness in meeting the learning objective that was in my planning.
Response:

_____ I can assess observed learning outcomes in my students to determine whether I have met the objective/learning outcome I have planned for in my lesson.
Response:

_____ I can assess the value of the learning outcome that has been achieved in light of overall program purposes: to orient students to American culture using the Whole Language approach.
Response:

_____ The feedback I give to students leads to an improvement in their performance.
Response:

I assess my own teaching performance by:
_____ reviewing it myself regularly and
_____ by seeking feedback from another periodically.
Response:

(Figure 9 continued)

I can identify the teaching behaviors in my lesson that were
_____ effective,
_____ not effective.
_____ I can identify some changes I would make the next time.
Response:

Feel free to make any additional comments you wish, to ask any questions, or to make any suggestions in the space below.

Data Compilation

LNA Responses. Equivalent raw responses are totaled and ranked on the basis of frequency of occurrence (expression) across teams. The equivalent responses are then grouped to reflect underlying concerns. A frequency count of items within each grouping is used to rank these concerns. It seems to be easier to identify patterns when this procedure is followed. Thus, there are two separate lists compiled:

1. Ordering of equivalent raw responses according to frequency of occurrence or expression.

2. Ordering of categorized responses according to frequency of occurrence, reflecting the relative pervasiveness of underlying concerns

Examples may help to demonstrate this:

A: 'Training content was not appropriate to the level of my students.'

B: 'There were no math activities presented for students who can use all the basic operations.'

C: 'I have too much else to do, and it is hard to find time in the day to schedule it.'

D: 'My students already know how to do this ... what do I do next?'

E: 'The Shared Book session does not leave me with enough time to do individual conferencing.'

F: 'There are no materials with which to do the activity.'

Equivalent responses are totaled and then ranked.

1. (3 items) Training does not fit the level of my students (paraphrase for statements A, B, D).
2. (2 items) Conflicting classroom and scheduling demands (paraphrase for statements C and E).
3. (1 item) No materials for implementation.

Once equivalent responses have been ranked, they are then categorized and reordered by frequency to form a more composite picture. Look at the following list of ranked equivalent responses. (The examples given on page 113 form only a portion of it.)

(Reasons for lack of classroom implementation of training input)

1. There needs to be follow-up and support in the classroom, more time for implementation.
2. The training did not fit the level of my students.
3. There are too many curricular and scheduling demands that do not allow me to attend to it.
4. There are too many trainings and they do not have a coherent or sustained focus.
5. No materials available to implement the activities.
6. Burdened and overwhelmed with other work to do.

These can be categorized and ranked again by frequency of occurrence of the equivalent responses within each composite category.

1. Training needs to be supported with follow-up, materials, modification to specific teacher and student needs. (3 items: statements A, B, E.)

2. Not enough time for internalization; scheduling and conflicting demands hinder. (2.5 items: statements C, F, .5D.)

3. Lack of coherent training focus. (.5 items: statement .5 D)

There are some difficulties with this. Since responses are open-ended and usually multiple, one is called upon to interpret in order to generalize the responses. There is always the danger that the trainer can go far afield from the original intent and message of the respondent, however hard he or she tries not to do this. It is a good idea to keep this possibility in mind when categorizing data, perhaps discussing a problematical response with others before interpreting it for inclusion in a category.

A summary of this data is developed, along with recommendations for any considered changes in the training process. This information is reported to program managers and to instructional staff for discussion and feedback prior to the beginning of the subsequent training cycle. Since it is a compilation from all teams, it can serve as a standardized operating model.

TCC Responses. These items are selected and ranked on the basis of frequency of the 'need help' response: 1) for each team, 2) for all teams.

The frequency of each 'need help' or 'don't understand' response is totaled for each item. Items are then ranked within the category by their frequency of occurrence (planning and preparation, instruction and classroom management, assessment, understanding of theory).

Individualized responses should be classified by the trainer (a judgment call) as one of the standardized responses if at all possible.

The 'I don't understand response' should be monitored carefully. If there is widespread use of it for a particular item, this may indicate that the item wording and/or content needs to be reworked. If use of it (as a response) is isolated, then it may be possible to assume that the individual respondent does not have the understanding or the skill necessary --- in which case it can be classified as a 'need help' response.

The results might look like this: (Team A: 9 members)

Planning and Preparation:	
I adapt or create appropriate	8 (need help responses)
I schedule time for students to practice	6 (need help responses)
I can list an appropriate sequence of skills	4 (need help responses)
Instruction and Classroom Management:	
I can assess what a child knows	7 (need help responses)
I show respect	5 (need help responses)
My classroom is comfortable	1 (need help response)

The information pertinent to each team is presented to them as a range of training content options to be considered for the subsequent training cycle. Along with the goals statements generated in Question *1 of the LNA, these offer a range of possible foci.

The information is also compiled across teams in the same fashion as described. This data also goes through a grouping process akin to the one used to tabulate LNA responses, including relevant items from each of the categories (planning and preparation, instruction and classsroom management, understanding of theory, evaluation). The purpose is to identify underlying concerns. An example may serve to clarify:

Category: Teachers wish to facilitate increased student participation in their own (students') learning.

Items:

Schedule opportunities for students to practice their own learning. (Planning)

Conduct a variety of small-group activities simultaneously to generate increased student learning and participation. (Instruction).

Increase student verbal and nonverbal participation in instructional activities. (Instruction)

Provide student-centered instruction and classroom environment. (Instruction)

Give students an opportunity to practice what they have learned in instruction. (Instruction)

Have enough materials available for all students to handle. (Preparation)

Give students an opportunity to develop independent learning skills and their own learning style. (Instruction)

Feedback and Reporting

All of the information will serve as rationale and background to recommendations that training staff will make to instructional staff and program managers in regard to the conduct of team-level training for the subsequent training cycle.

This inclusive LNA and TCC data is summarized for feedback to program managers.

1. An interpretation of the concerns of the teaching staff and their supervisors about instruction in PREP classrooms: What are their challenges? What are their goals?

2. An interpretation of the concerns that staff have about training: What processes are helpful? What suggestions have been made for changes, improvements? What are some of the non-training issues that impact on the implementation of training in PREP classrooms?

The annual reassessment of learning and teaching needs can provide program managers with an ongoing overview of the instructional and training concerns of the teaching staff. It may offer a 'staff eye view' of program support services and utilization of resources as they impact on delivery of instruction to Indochinese refugee children. It may also provide for continuing reassessment and realignment of support services toward the end of improved instruction in PREP classrooms. Hopefully, it will engage all staff in constructive efforts to exchange information for positive problem-solving purposes and to be accountable for implementing changes that are seen as necessary and constructive --- for the betterment of classroom instruction.

This data is also prepared for feedback to individual teams. It includes:

1. The instructional concerns of the specific team and its supervisor. This

information comes from TCC responses and LNA goals statements. Options for possible training content for the subsequent training cycle will be discussed, with the eventual selection of a training objective.

2. The training concerns of all staff. What processes are helpful? What suggestions for change are there? Recommendations are made by the training staff for the conduct of the subsequent training cycle. This includes maintenance of desirable procedures, modifications of others. The suggestions may also make reference to modification of some relevant non-training conditions.

Team-level Training

The first tasks in team-level training are the establishment of training content for the training cycle, and the development of operating procedures for the training process.

This feedback and discussion session generally occurs in December, preparatory to training cycle start-up in January.

The outcomes of this initial session are:

1. Identification of focus for training content:

   A. To identify the one or two areas of teaching competency that the team and the supervisor would like to work on during the training cycle.

   B. To write this as a training objective with the trainees-participants. What is it that this team of teachers should be able to see themselves doing by the end of the training cycle?

   C. To establish that the training objective becomes part of the Growth Contract that each participant carries out with his or her supervisor. This contract is an agreement that the teacher will focus on the development of a particular skill, a teaching technique, or the development of a particular curriculum area. The teacher agrees that he or she will achieve these identified improvements by the end of the six-month instructional cycle. This agreement is between teacher and his or her supervisor. The training objective can relate to this agreement or can be an addition to it. As the training objective becomes part of the Growth Contract, it gives a teacher an opportunity to focus intensively on a particular area of professional concern, with the support of both trainer and supervisor.

2. To make operating decisions related to the training process:

    A. To establish a weekly scheduled time for training. This can be at any time agreed upon by all participants: morning, afternoon or evening. It is a two-hour block of time.

    B. The supervisor should be a regular participant at these training sessions.

3. To review the elements of team-level training:

    A. Training session content: During the weekly two-hour session, one hour is devoted to input, sharing and discussion among the trainees-participants --- whatever has been included in the agenda. This hour will wrap up with a review of the training objective strategies and a classroom demonstration assignment. The second hour is generally devoted to whatever independent work or research has been assigned during the first hour of input, and to scheduling of observations and logistics. Independent work can take the form of lesson planning for demonstration later in the week, research on a particular subject, conferencing with the trainer or a peer in a coaching session.

    B. Classroom implementation: This grows out of and feeds back into the training input session. It takes the form of experimentation with a strategy. It is the trial-and-error component of the discussion content of the input session. It is generally quite specific in its guidelines and expectations. It occurs in addition to weekly training sessions, usually in the classrooms of the participants during their teaching hours. It is on-going. Generally, a teacher will have an opportunity to demonstrate twice a month and to observe at least once a month.

    C. Selection of teacher buddies: This partnership is for the purposes of peer demonstration, observation and coaching; this dyad alternates with the teacher-trainer (or supervisor-teacher) demonstration-observation dyad throughout the training cycle.

4. To establish the expectations that all training participants have for themselves and others during the training cycle: trainees, supervisor and trainer. A more detailed description of trainer expectations are provided in the next few pages.

5. To arrange a regular meeting time for the supervisor and trainer to discuss concerns and collaborative arrangements. A supervisor-trainer meeting on the first training meeting of the month is suggested. It can occur during the second hour of training time when participants are working independently.

Trainer, supervisor and team members are now organized to begin team-level training on a regular weekly basis.

A quick-reference overview of the components of team-level training is provided to help the trainer organize him or herself. All of these components are described in greater detail on succeeding pages.

1. Weekly team-level training sessions with individual teams*

   A. Preparation.
      1. Agenda.
      2. Resources and research..

   B. Input.
      1. Review objective and developing observation checklist.
      2. Sharing implementation and observation experiences.
      3. Sharing ideas, materials, activities.
      4. Demonstrations.
      5. Visits by resource persons.

   C. Assignments.
      1. Guidelines and expectations for subsequent classroom demonstration phase.

   D. Scheduling of classroom demonstrations and observations.
      1. Demonstrations: teacher(s), trainer, supervisor.
      2. Observation and feedback: teacher(s), trainer, supervisor.
      3. Documentation of the training session.

2. Classroom demonstrations.
   A. Demonstrations: teacher(s), trainer or supervisor.
   B. Observations and feedback: teacher(s), trainer, supervisor.
   C. Documentation of observation and feedback: trainer.

*The trainer should realize that additional time will be spent by him or herself on the following activities in order to implement the portion of the training described in 1A through 2C.

* Individual conferencing and feedback with teachers.

* Classroom observations and demonstrations.

* Substituting for buddy teachers as they observe and demonstrate for each other once a month; arranging transportation for observations.

* Research and provision of resource activities, materials and ideas to teacher-trainees.

* Documentation of training input sessions and classroom observations; development of a weekly agenda for the training session.

3. Formative assessment of the training objective.

   A. Completing the final form of the Observation Checklist for dissemination to trainees for demonstrations and observations.

   B. Scheduling demonstrations and observations for the assessment.

   C. Organizing and analyzing data.

   D. Documentation: reporting data.

4. Reassessment of teaching and learning needs.

   A. Administration of the Learning Needs Assessment.

   B. Administration of Teaching Competencies Checklist.

   C. Feedback to individual teams.
      1. Training content for subsequent training cycle.
      2. Recommendations for modifications to the the training process for the subsequent cycle.

D. Documentation and Reporting to Managers
    1. Instructional concerns of teachers and supervisors: goals and needs.
    2. Rationale and suggestions for changes to the training design for the subsequent training cycle.
    3. Non-training conditions and issues which affect implementation of training input in the classroom.

Trainer Expectations

It may be helpful to describe some of the role expectations and responsibilities that the trainer may have of him or herself, of the supervisor and of the teacher trainees as they work together throughout the training cycle.

1. Trainer expects that he or she will facilitate and guide the progress of teams toward accomplishment of the training objective:

    A. To actively provide resources to participants through input: ideas, activities, demonstration of techniques, relevant readings.

    B. To plan the weekly input session agenda.

    C. To follow through on firm time committments to teachers in their classrooms to do observation and feedback, demonstrations; to substitute for peer observations.

    D. To maintain on-going documentation of the team-level training sessions and teacher observations.

2. Trainer expects that the supervisor will:

    A. Support the progress of his or her teachers toward accomplishment of the training objective.

    B. Integrate the training objective into the Growth Agreement that he or she has established with each teacher on the team.

    C. Support the constructive work of each team member toward the achievement of the training objective as per the requirement of the

Minimum Competencies* evaluation form.

D. Provide follow-up supervision and support of the training objective beyond the time limits of the training cycle.

*Minimum Competencies is the evaluation tool used by supervisors once during the instructional cycle (every six months) to rate teacher performance. Performance related to teacher-training is part of this assessment; this section is usually completed cooperatively by supervisor and training staff.

3. Trainer expects that teacher-trainees will:

A. Attend training sessions with the preparation agreed upon by all participants at the prior session.

B. Adapt and modify training input, with help and support of trainer and supervisor, so that it will fit the level and interests of his or her students.

C. Complete all training assignments at the agreed-upon time.

A clear presentation and discussion of these expectations is made at the beginning of the training cycle, and periodically as the need arises. Trainees and supervisor may offer additional items for inclusion, subject to the agreement of all parties.

Establishing Training Objectives

It seems most appropriate to talk about the formulation of training objectives at this juncture. The training objective is the content which a team identifies and agrees to work on for all or some portion of the training cycle.

This objective is fundamental to the design of training. The objective describes what it is that participants wish to be able to do and why they want to be able to do it. It becomes a repository of time and experience-tested strategies that solve a particular instructional challenge for the individuals involved.

The training objective also provides participants with a framework in which to assess their progress (toward achievement of the objective) during the training cycle. Here are examples of some training objectives that the PREP Training Department has worked on with teams of teachers over the last two years.

1. To implement the use of small-group multilevel activities in the classroom so as to increase teacher awareness of what students have learned and to increase the participation of students in instructional activities.

2. To assess student mastery of the weekly ELU topic objectives in order to check for student understanding and to check the effectiveness of the learning activities that were presented.

3. To implement the use of (student) independent work tasks in the classroom in order to develop independent work skills and attitudes in students.

4. To increase verbal and nonverbal participation of students in instructional activities so as to increase their use of English as a survival communicative tool.

5. To implement the use of learning center activities as an instructional tool so as to increase student participation in instructional activities and to promote student independent work skills.

6. To develop writing activities for students that have functional purposes and outcomes, utilizing vocabulary acquired through the ELUs (English Language Units), so that students become aware of the importance and relevance of written language in their lives.

These objectives were formulated by PREP teacher-trainees. They describe outcomes that these individuals wished to achieve through changes in their teaching behaviors. These behaviors may be related to planning and organizing skills, to interactional and presentational skills; they may be related to changes in attitude or understanding.

Participants choose their training focus on the basis of feedback provided from their TCC responses and the professional goals they listed in response to the first question on the LNA. During the first team-level training session, they will take the time to formulate the training objective as they describe its purpose. Why is it worth spending time, thought and energy on?

They will begin to develop strategies for implementing their objective. Trainers have found it valuable --- right from the beginning ---to keep a running record of strategies being implemented. As the team experiments, members will add, delete and modify these strategies as they seem to help or hinder progress toward effective implementation of the training objective. In the first training cycle, this record of strategies (called the Observation Checklist) was not formulated in writing until near the end of the training cycle when assessment of progress became the task. Teachers found it so valuable that they started working on its tentative formulation during the initial sessions of the subsequent training cycle. As teachers were able to develop, refine and modify their actions, it reflected and referenced the development of the skill. Its concreteness seemed to enable participants to maintain focus and check their performance.

How does one know what is 'working' and what is 'not working' instructionally? As teachers, we observe actions, events and sequences of these. We focus on signs and signals that are observable and provide concrete confirmation. Conditions and behaviors exist, do not exist, or can exist in approximating forms. By the end of the training cycle, the expectation is that the training participants shall have defined a series of conditions and behaviors that need to exist in order for the objective to be effectively implemented by the classroom teacher. These conditions can be physical or they can be interactional. The most important consideration, however, is that they be observable.

It is very important, then, that the trainer be able to formulate learner objectives. In addition to this, and possibly even more necessary, is the trainer's ability to concretize what is abstract. How is it that a teacher knows that a student understands what he (the teacher) is trying to communicate? What are the behaviors that the student demonstrates that indicate this understanding? Given the language differences that exist in a multicultural setting, it is important to know what a listener has understood.

Writing Objectives. Here is some information about writing objectives. This may be helpful for someone who may not have had experience in formulating them.

Principle #1. Behavioral objectives describe ends intended by an activity, never the means. E.g., 'the number of students who participate will increase....' This describes the outcome or intended result of the teacher's activity; it does not describe how the teacher will go about achieving it.

Principle #2: The objective can and should reflect the level of skill mastery that it intends to produce. There are six different cognitivie levels through which information can be processed; the outcome (the objective) will describe the cognitive level being exercised.

1. Knowledge --- Recalling information the way it was learned, facts, classification, etc. E.g., 'Trainees will name the five components of direct instruction as discussed in ....'

2. Comprehension --- Reporting information in a way other than the way in which it was learned in order to show that it has been understood. Interpretation comes into play here. E.g., 'Trainees will contrast the purposes of direct instruction approach with the guided practice approach.'

3. Application --- Use of learned information to solve a problem. Carrying over knowledge of facts or methods learned in one specific context to completely new ones. E.g., 'Trainees will demonstrate the direct instruction approach.'

4. Analysis --- Taking learned information apart; figuring out a subject matter's most elemental ideas and the interrelationships involved. E.g., 'Trainees will determine which approach, direct instruction, guided practice, review or extension is most appropriate to each learning outcome described.'

5. Synthesis --- Creating something new based on some criterion. E.g., 'Trainees will plan a set of complementary lessons that demonstrate the following approaches: direct instruction and review.'

6. Evaluation --- Judging the value of something for a particular purpose. Making a statement of something's worth based on one's well-developed criteria. E.g., 'Trainees will assess the impact of the lesson they presented.'

The cognitive skill most frequently tapped by the training objective is one of application --- trying things out. However, analysis, synthesis and evaluation skills are also called into play as teachers begin to identify performance is in light of their use of the strategies they have developed. strategies that are important in the attainment of the objective, as they create their own recipe and make judgments about how effective their

Principle #3: The behavior described by the objective should be observable. Use action verbs. Can you picture the action to be performed? If so, then the objective is concrete and can be measured.

Principle #4: The stimulus and response portions of the objective should be as explicit and detailed as is possible.

A. Clear description of the stimulus: i.e., 'given three pictures ...'
B. Exact form of the response: i.e., 'students will draw the animal...'
C. The criteria by which the adequacy of the performance will be judged: i.e., 'three out of four times ...'

A Learning objective is a specific, measurable statement of the LEARNING OUTCOMES of instruction; the result should be measurable and observable in order to assess whether the strategies used to facilitate the learning outcome have achieved their purpose.

PREP Program Training Objectives The formulation and use of the training objective is described below.

1. Teachers define a specific outcome they wish to achieve for a specific reason. E.g, 'To develop learning center activities so that children will have opportunities to learn independently.'

2. Teachers identify and field test the strategies they develop for achieving the training objective. In fact, the primary focus of the training cycle is in the development and implementation of these strategies.

3. Participants evaluate their performance in terms of effective implementation of the strategies they have posited throughout the training cycle. Are the strategies occurring, how effectively are they carried out? Are they sufficient to achieve the objective? The emphasis is on how to achieve the training objective.

As the trainer, I have helped to formulate the training objective with teachers. From that point on, the training objective takes on life given to it by the trainees working on it as they develop and test strategies. These strategies are what really give distinctive flavor, focus and direction to the whole, the training objective. As the Trainer, I am interested in how teachers achieved the objective they set. What were the strategies they used? How well have they been implemented? Are they perceived as effective by the trainees themselves? Are there still things they would like to add, modify, refine?

Agenda: Training Sessions

The training session occurs at a regularly scheduled time during the week by agreement of team members, supervisor and trainer. During this time, the trainer meets with trainees and their supervisor for 1) one (1) hour of initial input, and 2) a second hour of independent work, planning and preparation related to the development of strategies to achieve the training objective.

The content of the initial input portion of the training session emerges from the training objective. Group members are actively engaged in clarifying its intent and discussing and/or demonstrating strategies they have developed to achieving it. The purpose, therefore, is to facilitate the development of teaching behaviors and instructional approaches as they more and more closely approximate effectiveness in helping to achieve the training objective.

The trainer prepares a general agenda for each weekly training session. This includes:

1. Items carried over from the prior week's session: continuing concerns, feedback on an issue, etc.

2. Pertinent announcements.

3. Pertinent new information.
   A. Reports on a research assignment from trainees, trainer or supervisor. This may include a demonstration of a technique or activity assigned in prior weeks.
   B. Handouts and discussion of research information, make-and-take sessions, sample lessons, activities or worksheets.
   C. Discussions with and questions to resource persons who may have joined the group to offer special information.

4. Discussion and sharing of classroom observations:
   These are items of concern and discovery related to the implementation process experiences during the intervening week. Both demonstrators and observers have an opportunity to describe their experiences.
   A. The demonstrator speaks first, reflecting on: What went well, and why? What would he or she change the next time the lesson was implemented? How might it be done next time?
   B. The observer (trainer, supervisor, or buddy teacher) then has an opportunity to describe what he has seen: What went well? What might be done differently? Why? Observer has a chance also to ask any questions that he might have for the demonstrator.
   C. The trainer has an opportunity to provide a good model for teachers at this point. He or she cannot ask trainees to risk themselves by 'demonstrating', unless the trainer is also willing to take the same risk. The trainer can seize the opportunity to not only demonstrate but also to model the subsequent reflective process: What went well, and why? What changes could be made if that lesson were done again? Why? How would these changes be effected (in planning and preparation)?
   D. A depersonalized atmosphere of mutual problem-solving can be generated as teachers, trainers and supervisors experiment with instructional approaches, developing alternative and tentative solutions to be tried out and assessed in subsequent implementations.

5. Attention to the working model of the Observation Checklist: What new strategies can be added? What needs to change? What strategies are working well? This serves as closure, continuing review and a consistent way to refocus on the training objective.

6. Assignments for independent research and self-resourcing time: Teacher-trainees appeared to need a focus for their work during independent time. The assignment given, therefore, is related to the training objective strategies under development. It may come from suggestions made by the trainer or it may be generated by participants. It may be a research assignment; it may be lesson planning and preparation for a scheduled demonstration; it may be observation feedback on a demonstration offered during the input session; it may be an individual coaching task.

7. Independent research and self-resourcing time: This second hour is

used by teacher trainees and trainer for research and self-resourcing as described above. It may also be ued for conferencing with individual trainees on an as-needed basis. It is an independent time that has a fairly specific focus agreed upon by the participants, defined and clarified by the trainer. This may also be a good time, at least once a month, for trainer and supervisor to review progress and mutual concerns.

The structure of the training session carries the agenda and reflects the following assumptions:

1. Teachers can be trained in the same way that they will hopefully teach in PREP classrooms --- using the Whole Language approach. The structure of the training session needs to be as carefully conceived as any lesson taught in the classroom to refugee students. The Whole Language approach provides guidelines for an environment that facilitates active, teacher-centered learning wherein experience and reflection are in continual dialogue.

2. Adults, like children, have different learning styles and needs. The trainer should take into consideration the individual needs of trainees by using a flexibly-structured framework that utilizes a variety of approaches to tap a range of learning styles. These may include active and passive times, small and large group activities, individual or paired exercises.

Elizabeth Jones (1986) provides a list of suggested activities that she has used to convey framework in the training of teachers of young children. She attempts to model the structure which she hopes these student teachers will then use in their classes with students. She provides a list of suggestions of activities that can be planned for a training session. It is on page 131. One can experiment with this notion, and begin expanding the possibilities.

Figure 10
Things (Teachers) Can Do During (Training) Time

Talk or Listen
- > Conversation (informal).
- > Discussion (structured): in pairs, in small groups, in the whole class.
- >Interview or be interviewed: ask/answer structured questions.
- >Listen: to a mini-lecture (5 to 15 minutes); to a real lecture by the (trainer) or a visiting speaker; to student reports; to a read or told story.

Write or Read
- >Write: notes on lecture; structured feedback; notes on observation; journal; other form of response.
- >Read: directions (posted or handouts); content material in handouts or books; other (trainees') writing; responses to one's own writing.

Act or Observe Action
- >Move about within the setting:
    - Informal (food, conversation, using resource materials).
    - Structured movement or game.
    - Structured work with materials.
    - Structured exploration of resources in the space.

- >Move outside the setting:
    - Field trip.
    - Structured exploration.
    - Structured observation.
    - Game.

- >Observe in the setting:
    - A (training session) activity.
    - A visual presentation.
    - Visiting children.

Suspend talking and action:
- >Think: self-directed, leader-directed.
- >Don't think: relax, meditate. [68]

Documentation of the training session. The trainer is responsible for documenting the content of the training session. These minutes should be disseminated to all participants: teachers and the supervisor. A copy can also be kept in the trainer's team training notebook. This summary includes:

1. Any input, resource or new information provided by the trainer, resource person or the trainees.

2. Main points of the shared discussion: concerns and questions; clarifications arrived at; items of consensus and contention.

3. Delegated responsibilities and items for research.

4. Continuing points of discussion and tabled items that will be reintroduced in the next session.

5. Demonstration and observation schedules that have been arranged for the intervening week.

6. Description of the assignment for research time.

7. Description of the demonstration focus for the intervening week and an update of the working model of the Observation Checklist.

All of this can be kept in a training notebook for each team. It is divided into two sections: the team log and the individual log. The team log contains:

1. Weekly summary of training session as described above.

2. Prepared agendas for the subsequent week's training session.

3 Additional pertinent notes contributed by the trainer about the demonstration or observation experiences he or she has had in the intervening week that might be relevant to concerns of all participants vis-a-vis the training objective. Any information or reflections which may form trainer input for the following session should be included here.

The individual log includes sections for each trainee. It is the place for trainers to record observations about the classroom demonstrations that individual trainees have done. This section contains:

1. A carbon copy of the written feedback that the trainer has provided to the individual demonstrator after a classroom observation.

2. Any verbal feedback or discussion with the demonstrator that the trainer may have had subsequently should be included also, as well as any additional notes or reflections.

The weekly agenda and summary constitutes a running record of transactions between the trainer and trainees on each team; it needs to be consistently maintained and updated. We found that an hour of record-keeping at the close of the training session days kept us up-to-date and more accurate in our descriptions and impressions of observation events and training sessions, and added greatly to training continuity.

Group Facilitation Skills

The trainer has a dual role in the training sessions: facilitator and resource person. This can be a challenge.

An effective trainer is invested, over the long range, in the learning of trainees. Given the experiential learning model, implementation of training input becomes the immediate focus. A longer range focus is active reflection by trainees upon that implementation for further experimentation. Both foci require active participation and investment on the part of participants.

The trainer, not unlike a teacher in a student-centered classroom, acts to guide and to lead, not to direct. His or her responsibilities in this regard are the facilitation of an overall direction for the presentation of content. This is done using a process that is flexible and responsive to the needs, skills and interests of the participants. This overall plan focuses, long-range, on the implementation of improved teaching skills as defined by the training objective. It supports thinking and behavior that gradually approximate the achievement of that objective. Long term, this plan focuses on independent trainee use of these skills to problem-find and problem-solve in each one's own classroom without trainer support.

This necessitates a command of a large variety of training techniques, as agenda content may be offered through the use of different approaches, depending on individual trainee learning styles and needs. It also means that the trainer needs to know his or her trainees well enough to identify individual learning strengths and challenges --- as he or she works toward the engagement of all participants in the learning process. The trainer will also want to listen carefully to concerns, questions and input of teachers so as to best integrate and frame input through a good understanding of these. What matters most is that trainer input can be used by the teacher trainees.

Problem-setting and problem-solving are the responsibilities of the participants. The trainer may assume responsibility for assisting in these activities, but both the exercise of the process and the final solution are the territory of the participants. Faith in the ability of the trainees to do this is crucial. Facilitation that aims toward the refinement of these skills means that the trainer: may question and probe to generate and guide the problem-solving process; may suggest that there might be multiple solutions; may offer his own solution only as a participant in the particular learning experience.

Trainer input needs to be comprehensible to participants. This is particularly crucial in an across-cultures setting such as the PREP program. Words are symbols that trigger highly particular (and different) associations and representations in each listener within a group. As described in the Whole Language approach, frequent comprehension checks are necessary, with clarification and discussion as needed. In addition, behavior is often a good clue as to what is understood by a listener. The use of hands-on and demonstration techniques --- activities --- can also serve as effective comprehension checks for both trainer and trainees.

Linguistic and conceptual misunderstandings occur frequently when one works in an intercultural setting such as the PREP program. Demonstration and observation/feedback procedures contribute greatly to the ability of the observer to see what it is that what it is that the demonstrator expresses, in action, as his understanding of a concept. Subsequent feedback sessions can focus on questions and concerns, and ultimately achieve a better mutual understanding of what it is that both parties think they 'mean'.

Trainer skills include professional competency in the utilization of a variety of training techniques, technical competence in the mastery of training content, and personal credibility. Technical competence is fundamental to the training process, and the trainer needs to continually provide him or herself with resources, knowledge and information about the content of the training objective by planning an established research time during the work week to do this.

Personal credibility includes an attitude of openness to new experience and risk-taking that serves as a model for participants and allows them to function comfortably and to experiment freely in a low-anxiety environment where mistakes are seen as part of the learning process and a springboard to new learning. A sense of humor helps, too, to keep events in perspective and to maintain constructive levels of tension.

Interpersonal relationships can contribute to or destroy a working relationship with training participants. The personal touch effected by regular visits to the classrooms of individual teacher-trainees and willingness to demonstrate helps to gain the confidence, even trust, of participants. Conscientious committment to keeping appointments with teachers for observations and demonstrations, willingness to substitute in classrooms in order to facilitate peer observation and coaching arrangements, usable feedback about a demonstrator's teaching performance, as well as resources --- ideas, activities, materials, trial-runs --- appear to be appreciated.

Prior to the training session, the trainer has identified an agenda. The items it includes need to be clear to all participants. The trainer, or designated alternate (training supervisors), has the responsibility for working through the items as he or she encourages and makes possible the maximum participation of all trainees. It is the trainer's challenge to ensure that full discussion of issues takes place: getting the discussion started and keeping it on track; getting to the root of the matter. Occasional summaries can identify areas of agreement and areas of non-agreement, with feedback to assure that all points have been included.

The rationale, purpose and value of the overal training objective should be brought up frequently for discussion and clarification. It is important to provide all of the time needed by the group, whenever, to work through to some kind of mutual awareness and consensus on these purposes. If teachers do not have a solid understanding about why they are doing something, then: they will not make the investment needed for sustained work on the objective; strategies will not be tuned and retuned, and will become inappropriate; trainer will have wasted his or her time, as well as that of the trainees. Emerging strategies should always be considered in light of that constantly reclarified understanding of the underlying purposes of the training objective.

The trainer can encourage the sharing of leadership throughout the group: suggesting rather than directing, asking specific and probing questions instead of answering them.

Kohls and Obluck suggest that the trainer always use questions to exercise his or her facilitative and leadership functions. Questions can be used to:

1. Call attention to a point that has not been considered.
2. Question the strength of an argument.
3. Get back to root causes.
4. Question the source of information or argument.
5. Suggest that the discussion is unfocused and wandering.
6. Suggest that new information is being added.
7. Call attention to the difficulty or complexity of the problem.
8. Request specifics, not generalization.
9. Register steps of agreement or disagreement.
10. Suggest that personalities be avoided.
11. Suggest the need for compromise.
12. Suggest group prejudice or one-sidedness.
13. Draw a shy but informed person into the discussion.
14. To handle a question that the trainer cannot answer (be honest; follow up with research).
15. To encourage participants to talk to each other.
16. To help a participant who has difficulty expressing himself.
17. Encourage further questions.
18. Break up an argument.[69]

Classroom Implementation (Demonstration)

Classroom implementation of training input is pivotal to the training design. It involves a process of demonstration and observation that is on-going. Teachers need to have opportunities to practice what they are learning, again and again and again.

1. Practice is a form of experiment in which one tries out what has been learned in theory to assess its relevance and feasibility.

2. Practice and experimentation are ways in which one defines for oneself what is known and what else one may need or want to know.

3. Making mistakes is fundamental to growth and learning; mistakes can provide a springboard for refining and retuning something new --- toward the end of making it work if perceived as beneficial.

4. A practice component is always the final step of each training session. It is the structured opportunity to try out one's growing knowledge in learning a new teaching skill.

5. Learning with and through others --- peers, trainer, supervisor --- is an added resource that the demonstrator can utilize. Feedback by an observer provides the demonstrator with additional perceptions that she or he might not otherwise be cognizant of as a demonstrator.

Teachers also need practice in the skills of doing observations and giving feedback. They can practice these skills as they watch another teacher, the trainer, or their supervisor demonstrate, and as they provide that person with observation feedback. Most importantly, teachers can begin to use this same process when thinking about their own performance every day in the classroom. Helping teachers to be good observers of their own and others' teaching behaviors is, therefore, an extremely important and integral part of any teacher-training program. Effective teaching can be the result of effective and continuing learning in the classroom on the part of the teacher. There needs to be a self-reflective component of every teaching act that reviews observed impact upon students, and perceived learning outcomes in terms of the appropriateness and 'match' of these with teacher-intended outcomes.

Demonstration

A review of the rationale and effective strategies (to date) for achieving the training objective makes for a good culminating activity for the training session. At this time, the working model of the Observation Checklist can be updated. The content of this update will provide the guidelines for the subsequent classroom demonstrations during the week.

1. This may take the form of a new strategy to be tried out: e.g., developing a self-monitoring device for children to check their work independently.

2. It may involve the modification of an old strategy: e.g., since we cannot rely on the present of the Bilingual Aide, perhaps we should use a student as a resource person for other students: how can we do this?

3. It may focus on trying alternative strategies, or strategies in combination: e.g., we will combine guided practice with a review activity, or we will combine two direct teaching activities to see how the teacher's time and attention is affected.

4. It may involve practicing a strategy that has always been difficult to implement, but considered valuable: e.g., we will make pictoral directions for two activities which will be carried out by students without further teacher intervention.

5. It may involve utilizing the strategy in another curriculum area. If the training objective deals essentially with a teaching skill, the curriculum area in or through which the teacher elects to try it out is an individual choice. One teacher may be working on developing lessons in a particular instructional area, e.g., reading or math; another may wish to work through science.

Once the focus for the demonstration session is determined by the training participants, the trainees and the trainer will schedule the demonstration/observation session(s) for the classroom (s). These will occur during the teacher-trainee's instructional time. Generally, all teachers are scheduled over the period of the following two to three weeks. Discussion in the training sessions during those weeks concentrates primarily on the demonstration/observations effected as a focal point, but is certainly not limited to this.

The demonstrator may be the classroom teacher or the trainer, or the supervisor. The observer may be the classroom teacher, a buddy teacher, the trainer or the supervisor. These decisions are made during the wrap-up component and depend upon the nature and purpose of the demonstrations as identified by the participants.

1. Implementation by trainer or supervisor; observation by teacher.

2. Implementation by teacher; observation by trainer or supervisor.

3. Implementation by teacher A; observation by buddy teacher B*.

4. Implementation by teacher B; observation by buddy teacher A*.

*Generally, the observation task rotates between the trainer or the supervisor (#1 and #2), and the buddy teachers (#3 and #4) in an alternating fashion.

Thus, trainer and participants must decide:

1. What will the demonstrations focus on?

2. Who will demonstrate? (This may vary on a case-to-case basis.)

3. Who will observe? (This may vary on a case-to-case basis.)

4. When and where will the demonstration occur? Transportation arrangements will be made based on this information.

A lesson plan is prepared by the demonstrator which addresses the focus decided upon: consolidating proven practices with tentative new decisions arrived at in the training session.

Each demonstrator (teacher, supervisor or trainer) needs to provide his or her observer with the lesson plan prior to the demonstration. The lesson can be organized in the following fashion:

Figure 11
Lesson Plan Format

Activity:	(A description of what Ss will do): Play color bingo.
Procedure:	(What is the purpose, the learning outcome desired): To identify a named color.
Materials:	(Student & teacher materials, tools) Color bingo cards, chips.
Procedure:	1. Students place cards in front of them on table. 2. A box of chips is placed in center of table for all to draw on.

(Figure 11 continued)

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3. Teacher explains object of game: to cover named color with chip. The first one to cover their card completely is the winner.
4. Teacher calls out/names color.
5. Student identifies correct color on bingo card and covers it with chip.
6. Continue steps #4 and #5 until a student or students have covered their boards and a first winner declared.

Variation: Have students become the caller(s)

The classroom demonstration should reflect the lesson as planned. Both the demonstrator and the observer should have a clear and mutual understanding of the focus of the observationn as defined by the implementation assignment and the working model of the Observation Checklist. The demonstration can be set for a forty-five (45) minute period. This should allow sufficient time for all oof the preparatory and closure activities connected with the activity to occur while the observer is present.

Observation and Feedback

This is a form of systematic observation in which both demonstrator and observer have a relatively clear idea of what to look for and what to do as they go into the process together: implementation of strategies to effect the training objective. The lesson activity, the working model of the Observation Checklist and the assignment guidelines provide this focus. The observer focuses specifically on:

1. What went well? (strategies, conditions)

2. How and why did it go well? (evidence)

3. What might be done differently the next time?

4. Why? (evidence)

5. How might it be done?

The demonstrator should also be asking and answering these questions about his or her own performance.

The observer will need to have the following information, contained in the working model of the Observation Checklist:

1. A list of effective strategies as proposed in the training session by the participants and the behaviors these strategies may effect in the teacher and in students (resulting behaviors).

   E.g., 'Students demonstrate an understanding of routine by smooth non-distracting and non-disruptive transitions between activities.' or

   'Materials are available without subsequent intervention by the teacher in this behalf.'

These are easily observable, even countable.

2. This list should include tentative new strategies to be tried out as agreed upon by participants as described above.

3. The implementer's lesson plan.

   At times, observer may wish to record the frequency of a behavior. This can be done on the same informal checklist --- with a form of tally, so that each time a targeted act or event occurs in a manner which the observer has previously defined as countable behavior, observer records this occurrence with a check mark.

   In order to organize the observation task, it may be helpful to:

1. Keep the list down to less than ten (10) behaviors that are being actively focused on for observation.

2. Place the items in logical sequence, perhaps according to the time in which the activities occur (i.e., giving directions occurs before students perform the task).

3. Decide whether you are recording the presence or absence of a behavior or the frequency of a behavior (tally).

4. Checklist items should clearly identify who is being observed: teacher? student? a group? (E.g., 'the teacher will distribute ...', 'the student will mark on ...').

5. Checklist items focus on behaviors and events, and not on interpretation of events:

   E.g., 'Student works on math five minutes without looking away or leaving seat.' (specified behavior).

   not 'Student is deeply engrossed in math work.' (interpretation).

Obviously there will be some events where an observer may have to make inferences beyond what can palpably seen as an event or occurrence. Inferences can make for a richer portrait of the observed implementation. However, it may be possible, still, to generate a description of behavior that reflects this inference (i.e., deeply engrossed = works without looking away or leaving seat) which can be agreed upon and understood by all.

Feedback is an essential part of the observation process; it should be as immediate as possible, and can occur in a variety of formats. The questions to be asked are these:

1. What went well, why? (evidence)

2. What could be done differently: why (evidence) and how (strategies)?

Feedback should reinforce, reiterate and affirm behaviors or conditions that either match or approximate the items described on the Observation Checklist and that help toward the effective implementation of the training objective.

Feedback should raise questions about obstructive or non-approximating behaviors that impede achievement of the objective. Data used in the questioning needs to be a description of the behavors observed consequent to the absence or faulty use of a strategy. I.e., 'I noticed that there were many students wandering around the room when they completed one of their assignments, and disrupting other who were still working --- these wandering students did not finish their work and did not allow others to finish up either --- why did this happen? Can it be prevented? How?'

Why is an important question. Why did it (the lesson) work or not work? Perhaps the reasons for using or not using a particular strategy need to be re-examined. Maybe the implications for using or not using a particular strategy need to be reconsidered.

The other important question is how: How can it be done differently or better? The demonstrator may be having difficulty with implementation and needs more in-depth assistance.

Listed below are some useful guidelines to follow when one is providing feedback to a demonstrator either orally or in writing.

1. Feedback focuses on:

    A. Elements seen as essential to the successful implementation of the training objective (e.g., 'teacher provides visual and verbal instructions as to the sequence of activities to be completed by the child').

    B. Elements and strategies that are in the process of being clarified by participants: (i.e., trying out a pictoral representation of an instructional sequence, or possibly using a student to model the procedure for completing an activity).

2. Feedback first answers the question, 'What went well?' The observer should specify these items as clearly as possible. This feedback helps serve as a reinforcement for continuing use of the strategy by the teacher.

3. The second question that feedback asks is, 'What would you do differently (and why)? Describing an observed consequent behavior that reflects the absence or faulty use of a strategy 1) may reassert the rationale for the demonstrator, and 2) provides the demonstrator with a guideline for measuring the effectiveness of a tentatively defined strategy for resolving the difficulty the next time around.

4. The third question that feedback deals with is, 'How would you go about doing it differently next time?' This may provide the demonstrator with a framework for beginning to think about it, with some possible suggestions to offer at a subsequent training session.

The format for providing feedback content may be offered in a variety of ways. The manner selected should take into account the functions of feedback: to provide usable information to demonstrator, and content for cooperative and supportive problem-solving within the training session.

This can be a source of anxiety on the part of some teachers who would prefer to have only a confidential conversation with the observer; this is certainly possible. However, the observation content should also be offered to the group in the least demonstrator-threatening manner, perhaps after extended conversation with that individual.

The observer needs to provide the demonstrator with immediate feedback and reactions as described above before leaving the classroom. So as not to disrupt further classroom proceedings, this can take written form with an offer to meet with the demonstrator at a later, mutually convenient, time.

As the trainer is providing written feedback, a carbon copy is generated and logged into the team training notebook for documentation purposes. Trainer can also use this information --- the discoveries and concerns it has generated --- in planning the agenda for the next training session.

The major function of feedback in training is its depersonalized use as a springboard for discussion, learning and sharing during the subsequent training session. The demonstrator should have the first opportunity to share his or her thoughts and reflections. The observer will then have an opportunity to add to, question or confirm those statements. The demonstrator should always understand that reflections on the demonstration and observation will, by and large, be shared with the group. If there is delicate information of a confidential nature that the implementer is unwilling to have shared, it would be best to discuss this with the trainer and/or the supervisor beforehand.

If a demonstration is provided to participants during team-level training, audience feedback can be immediate also. We found that a time of individual reflection, a chance perhaps for individuals to record observations and feedback privately, before a group discussion, improved the quality and quantity of that feedback.

Lehner and Wight (1963) offer some helpful general guidelines as to the process and content of feedback. They state that feedback should:

1. Be specific and descriptive.

2. Be focused on the behavior occurring.

3. Be presented so that it can be used by the receiver.

4. Be a description of behaviors which the receiver can do something about.

5. Be solicited by the receiver.

6. Be the sharing of information, not the giving of advice.

7. Be well-timed to the receiver's readiness to hear it.

8. Be an amount that the receiver can use --- not too much, not too little.

9. Be concerned with what or how something is said or done, not why.

10. Be checked with the receiver to insure clear communication.[70]

Documentation of Feedback

The trainer, having functioned as an observer, includes a carbon copy of written feedback for the trainee demonstrator in the Individual Log section of the team-training notebook.

The trainer may document in the team log any questions, concerns or discoveries that have been generated by the observation experience that might be a value to all of the training participants. This can be incorporated into a discussion at a subsequent training session. Transfer of these generalized concerns and questions to the team log will enable the trainer to more accurately and relevantly establish and prepare the agenda for the subsequent team-level training session.

Coaching

The purpose of the sharing and input, demonstration, observation and feedback training procedure is to improve teaching skills among trainees. Coaching is an essential part. Coaching is defined as the process of tutoring, usually in a one-to-one setting, to improve skills and facilitate the problem-solving process. In this model it is used both at the individual level and the group level. The coaching model described below has both evaluative and supportive components.

1. It structures for both the trainer and the teacher a procedure for positive identification of goals and development of strategies to achieve these goals. It also offers a record-keeping procedure that details not only the coaching process, but the quality of the investment made by both the trainee and the trainer in working toward a change in behavior that has been deemed necessary by the parties involved.

2. It provides the teacher and the trainer with a concrete definition of respective responsibilities in the achievement of these improved instructional skills or attitudes by the trainee.

   It involves two steps: coaching analysis and coaching process.

Coaching Analysis: analyzing the reasons why unsatisfactory performance is occurring. This process is activated as the observer and/or the demonstrator identifies an ineffective performance on the part of the demonstrator.

1. What is the observable result or outcome of the unsatisfactory performance?

2. What is the causal behavior? It is necessary to identify what the current behavior is so that one is able to recognize whether coaching efforts are helping it to get better or worse.

3. Is it important? Does it affect the demonstrator's ability to achieve desired outcomes?

4. Does the demonstrator know that his performance is not what it should be? The observer must help the demonstrator perceive a need for change. The observer should provide the feedback which facilitates this .

5. Does the demonstrator know what is supposed to be done and when? The observer must accurately help to identify, describe and possibly demonstrate the desired behavior change for the demonstrator.

6. The demonstrator should be made aware that his or her behavior affects the observed outcome --- that there is a direct connection between the behavior and the outcome observed.

7. Are there obstacles affecting appropriate performance beyond the control of the demonstrator? Check this out through observation and discussion.

8. Can these obstacles be removed?

9. Can they be circumvented?

10. Does the person know how to do it? Even if the individual knows what the performance should be, he or she may not know how to go about achieving it. Has an opportunity to practice and apply it been given?

11. Does an undesirable consequence follow this unsatisfactory performance? If the performance has no perceived undesirable consequences for the demonstrator, then the impetus for changing behavior is lacking.

12. Does the demonstrator perceive that positive consequences can follow performance that reflects changed behaviors?

13. Can the individual do it if he or she wants to? Redirect the demonstrator's behavior through coaching.

Coaching Process: This is the face-to-face discussion conducted to facilitate a behavior change in the demonstrator. It is a problem-solving process that occurs after there is agreement between demonstrator and observer that a problem exists.

1. Does the demonstrator perceive the results or outcome of what he or she is doing wrong or failing to do right? (I.e., students are out of control in the classroom.)

2. Does the demonstrator perceive the consequences to him or herself if there is no change in performance? (I.e., management problems in the classroom, continued stress to teacher, inability to teach the material.)

3. Can the individual verbalize the undesirable consequences of his or her faulty of non-performance (I.e., 'children will continue to be unmanageable and I will be tired and angry, and unable to teach.')?

4. Identify what the demonstrator can do differently in order to perform the task correctly. Any and all possible solutions should be generated. Mutually discuss alternative solutions.

5. What will the demonstrator do differently so that when the observer sees it he or she will know that he or she is making an effort to do it (a description of a changed behavior).

6. Mutually agree on the action to be taken to solve the problem.

7. Get the individual's verbal committment about these solutions: what will be done and when?

8. Follow up: find out whether the individual is doing what he has agreed that he will do.

9. If the individual is doing what he or she has verbally agreed to do, then the (trainer, supervisor, observing teacher) must recognize that achievement.

10. If the individual is not doing what has been agreed upon, the trainer needs to seek the reasons for this, reimplementing the coaching process as necessary.

11. Recognition and praise of any achievement that approximates the desired strategy, no matter how small the increment, is necessary. The sooner that recognition and reinforcement (praise) occurs after the actual performance, the greater its influence on the continuance of the behavior. Recognition functions as positive reinforcement to increase the frequency of the behavior.

Tips for utilizing the coaching process:

1. Prepare for it: decide ahead of time what has to be done in both the analysis and coaching phases, and how you plan to do it. Don't play it by ear.

2. Give yourself feedback: compare your actions and the actual outcome with what had been planned.

3. Decide what you will do differently next time to more closely approximate your plan.

What if it doesn't work:

1. What could be done differently? Review the coaching analysis and the coaching process.

    A. Did observer and demonstrator actually identify what had to be done differently in order to perform successfully?

    B. Does the demonstrator believe that his or her current behavior is ineffective?

    C. Does the demonstrator know what specific behavior change should occur, and when it should happen?

    D. Are there additional, unidentified obstacles beyond the control of the individual that limit his performance?

    E. Does the demonstrator really know how to do it?

    F. Did the observer follow up consistently?

    G. Does an undesirable consequence follow faulty or non-performance in the eyes of the demonstrator?

    H. Does a positive consequence follow satisfactory performance in the eyes of the demonstrator?

The trainer needs to communicate a desire to help, to be supportive and enabling. Concrete steps of remediation provide a guide for the teacher; supportive and problem-solving follow-up communicate a certainty that the change can occur.

Formative Assessment of the Training Objective

At some point, trainer and trainees will feel a need to assess their progress toward achieving the training objective they have set for themselves. This need can originate in two ways:

1. Participants feel they have essentially accomplished their objective and are ready to explore, to take on new tasks and to learn new skills.

2. Participants are stymied and frustrated; the strategies they are employing are not accomplishing the objective they have posited, or the purpose for the objective has somehow been lost.

In either case, part of the solution may be to initiate an assessment procedure that:

1. Refocuses on and reviews the agreed-upon purposes for the objective and what its successful implementation achieves or does not achieve in the classroom: the overall goal.
2. Takes a close 'evaluating' look at the strategies being utilized to achieve the implementation of the objective in the the classroom.
3. Looks carefully at the interrelationship and interplay of those strategies as they effect the successful implementation of the objective.

This assessment process can be activated at any time during the training cycle.

In setting up the final Objective Checklist, the assessment form, the participants will:

1. Identify the necessary strategies that have contributed to the achievement of the training objective. Participants brainstorm a list of strategies that the group has identified through the trial-and-error process. These can be categorized in the areas of planning, preparation, implementation and execution of the training objective. Essentially this has been the on-going task of trainees as they have met in weekly training sessions. This document becomes a final summary of their work during the training cycle.
2. Develop the assessment form. The description of each strategy includes the focus (or content) and the evidentiary outcomes that it should effect.
   A. 'Clear and simple instructions ...' (the strategy).
   B. 'Clear and simple instructions that describe a sequence of activities that students will engage in ..." (the focus or content).
   C. 'Clear and simple instructions that describe a sequence ... so that transitions will occur without further teacher intervention or disruption to other students.' (evidentiary outcome).

3. The strategy should be a behavior or condition:
    A. That is amenable to observation, that will occur (or not) during the time that the observer is present.
    B. That can be written with a variety of focal points: behavior of individuals in the setting, interactions between individuals, existence or non-existence of conditions and events.

All participants have an opportunity to review the draft and make any additions, deletions and modifications. Once this has been done, the assessment form can be finalized by the trainer. Observations can begin. Figure 12 is a sample Observation Checklist.

Figure 12
Sample Observation Checklist
Assessment Form

Training Objective: To implement simultaneous small-group multilevel activities in a particular curriculum area.

Team:

Directions: Place a check mark in the box indicating whether you have 'observed' (OB) or 'not observed' (NOB) this condition or behavior during your observation. If you are unsure, put a check mark in the 'unconfirmed' (UC) box.

OB: Observed
NOB: Not observed
UC: Unconfirmed

	OB	NOB	UC
Planning. 1. Objective for at least two activities within a curricular area are clearly stated in terms of observable student activity and outcomes: e.g., A. Student will cut, paste and order pictures that sequence a heard and seen story ('The Three Little Pigs'). B. Students will role play the events of the story teacher facilitation.			
2. Objectives describe a direct teaching component (teacher-paced) with at least one of the following activity components: Follow-up/Guided practice.			
Review/Extension activities.			
3. Planning of the two learning activities/outcomes reflects sense of teacher's timing and projected demand for teacher-as-resource by students.			
4. A safety valve activity is planned for students who have completed other activities assigned to them where they work independently and without disruption to others.			

(Figure 12 continued)	OB	NOB	UC
Implementation. 1. Teacher provides clear, sheltered instructions to whole group detailing: Content/outcomes/materials for guided practice activity.			
Content/outcomes/materials and tools for review/ extension activity.			
Content/materials and tools of safety valve activity.			
2. Modeling of activity by teacher and/or student helper is provided for: Follow-up/guided practice.			
Review/extension activity.			
3. Visual (words, pictures) clues are provided to reinforce student understanding of: Follow-up/guided practice.			
Review/extension activity.			
4. Teacher provides sample of finished product for student self-checking.			
5. Teacher provides students with verbal and visual description of: Total number of activities students should complete.			
Sequence of activities (if appropriate).			
6. Teacher clarifies instructions in response to student questions, observable confusion.			
7. Teacher describes resource channel for those needing further help: Bilingual aide.			

(Figure 12 continued)

	OB	NOB	UC
(#7) Student helper/model.			
Teacher.			
8. Teacher identifies members of different work groups.			
9. Teacher identifies work space for each activity.			
10. Materials/tools for each activity are described, disseminated or placed in work activity center.			
Execution. 1. Children's behavior is task-oriented and non-disruptive in: Direct teaching activity.			
Review/extension activity.			
Safety valve activity.			
2. Students demonstrate that pace of activities is controlled by the direct teaching segment and can leave other activities in midstream and return to them later.			
3. Students demonstrate their understanding of total number and sequence of different tasks they will perform by smooth and appropriate transitions between them.			
4. Students demonstrate their understanding of task content and outcomes by: Completing work of each assigned activity.			
Understand the nature of the work as ongoing.			
5. Materials and tools are readily available to students for use without further teacher intervention in: Guided practice/follow-up activity.			

(Figure 12 continued)

	OB	NOB	UC
(#5) Review/extension activity.			
Safety valve activity.			
6. Activity carried out by students with limited or no housekeeping/management or content interventions by teacher: Review/extension activity.			
7. Guided practice activity carried out with limited teacher content interventions only.			
8. Direct teaching segment done by teacher with most emphasis on content.			
9. Students place completed work in designated place.			
10. Children go to safety valve activity when they have completed other assigned tasks.			
11. Clean up of all materials and tools occurs at the end of the session or on teacher schedule.			

Closure.

1. Teacher questions and responds, "What went well?"
2. Teacher questions and responds, "What might I do differently next time?"
3. Teacher describes how s/he might do it next time.

Observations:

There are three different sets of observations that will take place:

1. Trainer/teacher observations: Trainer (and/or supervisor) will observe each trainee conducting a demonstration lesson in their classroom that reflects utilization of the training objective and employs the identified strategies.

2. Teacher/teacher observations: Each trainee-teacher will observe another trainee-teacher conducting a lesson that reflects the training objective and employs the identified strategies. The observing teacher can be the teacher buddy from throughout the training cycle. An alternate possibility would be to establish new dyads for this assessment phase. The use of new dyads might promote an increased degree of objectivity during this phase, as well as allowing each trainee, as demonstrator and observer, a new perspective.

3. Self-evaluation: All trainees will conduct their own lessons reflecting utilization of the training objective and employment of identified strategies. They would then review and assess their own performances using the assessment form.

Thus, each teacher observes and assesses him or herself, as well as another teacher. The trainer (and/or supervisor) observes and assesses each teacher. There are three observations and three sets of assessment ratings about the performance of each teacher-trainee.

A brief note on logistics:

1. The trainer (and/or supervisor) should be prepared to substitute for the observer-teacher while he or she is engaged in the assessment observation. This is also the case in the peer observations that occur throughout the training cycle.

2. The trainer should also be prepared to arrange transportation for the observer-teacher, and for him or herself. At times back-to-back peer observations have been arranged for the observation/assessment dyad (and for peer observations during the training cycle). This has worked well, but is somewhat challenging to set up.

Compilation and Analysis of Observation Data

Compilation of the results occurs when all observations/assessments have been completed.

1. Trainer makes a large wall-sheet version of the assessment form. At a subsequent training session, participants will reproduce their individual tally counts and information on this sheet so as to produce a group profile. Names are not included.

2. Participants can look at the information they have generated and identify:
   A. Strategies that have been demonstrated by the majority of participants (clusters of behaviors observed (OB)).
   B. Strategies that have not been demonstrated by the majority of participants (clusters of behaviors not observed (NOB)).

It is important at this point to talk about why some strategies are not observed (NOB) --- do they fulfill the purpose of the objective? Are they necessary? Why or why not? What hinders their implementation?

Are there possible cause and effect relationships between some of these strategies? (I.e., difficult transitions between a series of tasks may reflect students' lack of knowledge or understanding of the task sequence).

3. Participants will thus address themselves to the following questions during the analysis session:

Operative and Non-operative strategies:

A. What are the strategies that are working well and are necessary to the implementation of the training objective?
B. What are the strategies that have not been present? Why? Should participants work on them? If so, how?
C. Are there any modifications or additions to, deletions from the strategies that may need to be made?

Hindrances to the implementation of the objective:

A. Training issues.
B. Non-training issues.

Benefits of implementation of the training objective.

A. What are they?

This analysis is an extremely important part of the assessment. It is essentially a recapitulation of the training process which posits reflected-upon experiences as a fundamental part of teacher learning.

In addition, it may also serve to identify some non-training conditions in the program support system where it may be possible to make some constructive changes which will ultimately improve instruction in PREP classrooms.

When all assessments have been completed, the Training Specialist writes a summary report. Feedback to individual teams and their supervisor is provided. A report detailing the content and progress toward training objectives by all teams, including the analysis described above, is prepared for the Director and Deputy Director of Instruction. This serves as an assessment of progress by teams and as an accountability measure for the training program. It also serves as a way to look at non-training program improvements that may facilitate teacher training and ultimately improved instructional performance in classrooms. The summary report includes (for each team):

1. Brief description of each training objective.
2. Observation Checklist (group profile).
3. Analysis of data generated by trainees.

A sample of each of these is provided in Figures 13, 14, and 15.

Figure 13
Description of Training Objective

Training Objective: To develop independent work activities and procedures for instructional use with students that will develop their independent work skills.

Teachers developed activities and learning modules of a review nature that students would initiate, follow through and complete without teacher assistance. This would be a skill needed in American classrooms. Students were given time to engage in these activities by themselves or cooperatively as the learning outcome of the activity dictated. This would allow the teacher time to focus on the facilitation of learning content for both remedial and enrichment needs of individual students. Students were encouraged to do their own 'housekeeping', to manage materials, routine and workspace. At times, students worked on a single activity, at times they rotated through several. A self-checking mechanism was, in some cases, put into effect whereby students were able to gauge their own performance and provide their own closure.

Figure 14
Completed Observation Checklist

Training Objective: To facilitate independent work skills in students by the development of independent work activities and procedures for instructional use with students.

Team: Linda (Supervisor), Francis, Evelyn, Mona, Carl, Belle, Bayani

Instructions: Place a check mark in the box that describes whether this strategy or condition is present (PR) or absent (AB) during your observation. If you are unsure, check the last box for unconfirmed as to presence or absence (NC).

PR: Present
AB: Absent
NC: Not confirmed

	PR	AB	NC
1. Students get directions for activity from: Initial verbal instructions from teacher.	卌 卌 /	//	
Visual clues --- sample outcomes, written or pictoral instructions.	卌 ////	卌	
Student modeling or giving of instructions.	卌 //	卌 /	
2. Students have access to materials and tools in classroom without further teacher intervention after initial instructions.	卌 卌 ///	///	//.
3. Students complete task within time allotted or know that it is ongoing to another time.	卌 卌 卌	///	
4. Content is review activity and does not need instructional interventions from teacher.	卌 //	卌 卌	/
5. Students work through the activities without further teacher intervention: Task initiation.	卌 卌 卌 //		/
Task completion.	卌 卌	卌 //	
Followed directions.	卌 卌 //	卌	/

(Figure 14 continued)	PR	AB	NC
6. Workspaces provided are appropriate to accomplishment of the tasks.	𝍸 𝍸 𝍸 |		||
7. Students demonstrate when they have completed their work that they: Have the means to check their own work.	𝍸 𝍸	𝍸 |||	
Dispose of completed work appropriately.	𝍸 𝍸 |||	𝍸	
Clean up materials and tools as appropriate to the nature of the activity and teacher direction.	𝍸 𝍸 |||	𝍸	
Transition to another activity smoothly and without disruption to others.	𝍸 𝍸 |||	𝍸	
8. During independent work session, students and teacher can work without disruption and distraction from other students.	𝍸 𝍸	𝍸 |||	
9. Teacher facilitates remedial understanding and/or extension of lesson content --- not classroom routines.	𝍸 𝍸 |||	𝍸	

Figure 15
Analysis of Assessment Data: Observation Checklist (Fig. 14)

Operative Strategies

1. Students generally had access to materials and tools.

2. Students completed assignments within time allotted to do so.

3. Students generally followed verbal instructions of teacher and initated tasks without further teacher intervention.

Non-operative Strategies

1. Assignments were frequently not of a review nature, but required direct teaching or guided practice by teacher in order to facilitate completion.

2. Students needed additional help in following classroom routines, clean up and transition to other activities. Further directions were needed using written or pictoral format, or modeled by students in order to eliminate disruption to activities of other students and the teacher in the class.

3. Students were frequently unable to check their work independently, and needed to confirm their performance with the teacher.

Hindrances to implementation of this training objective

(Training issues)

1. Insufficient knowledge of student levels of content and skill mastery. Insufficient knowledge of the concept of 'review'.

2. Additional help in setting up a self-monitoring procedure for students (self-checking of performance).

3. Improved direction-giving that utilizes additional and verifiable clues for students (e.g., pictures, modeling) and includes a focus on routines and transitions.

(Non-training issues)

1. Greater access to reproduction facilities for creating more instructional materials for students.

2. Additional resources and ideas for review and extension activities.

Benefits of implementing this objective

1. Students learn how to work independently. They will have to do this in schools in the United States.

2. Teacher is freed to work individually with students and gets to know them better.

Documentation and Reporting

The trainer provides a copy of the appropriate Observation Checklist and Analysis to each team of teacher-trainees and their supervisor. Subsequent discussion is welcomed as desired and needed by the trainer and participants: suggestions for follow-up, etc.

Reassessment of Learning and Teaching Needs

Trainers will readminister and interpret responses from the Learning Needs Assessment (LNA) to restructure the training design for the subsequent training cycle. Included in this interpretation is any pertinent data gathered from the Analysis conducted by each team (Figure 15).

Trainers will readminister and interpret responses from the Teaching Competences Checklist (TCC) to identify possible content options for the subsequent training cycle. Included with this is the relevant information gathered from the Analysis conducted by each team (Figure 15), as well as the goals-statement responses from the LNA (Question #1).

Training content options (TCC), along with recommendations for possible revisions in the training design (LNA) and suggested changes in program operations to more effectively support training implementation are summarized. It is then communicated to program managers and to supervisors for feedback and discussion. This is in preparation for negotiations with supervisors and their teams regarding possible options for training content, as well as continuing and revised structures for the training design in the subsequent training cycle.

The training cycle is completed.

Additional Resources*

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Srinivasan, Lyra, Perspectives on Nonformal Adult Learning, World Education, Inc., Boston, 1977.

*These books are available in RPC, Bataan, Philippines. Check the ICMC (International Catholic Migration Commission) library or the WRC/PREP Training Library.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary of Content

The problem addressed in this thesis is the development of an inservice teacher-training program for a multicultural context. It is hypothesized that the training design will facilitate increased understanding and implementation of training content in PREP classrooms and will ultimately effect improved teaching behaviors there.

The multicultural context in which this training program operates is presented in Chapter I. It includes:

1. A description of the general purposes of the Refugee Processing Center and World Relief Corporation's PREP (Preparing Refugees for Elementary Programs) program.

2. An account of the need for the development of a teacher-training program for PREP teachers. This includes particulars about the organization's program, staffing structure and functions, as well as a description of the trainees and their challenges as PREP teachers.

3. A summation of the challenges that program and staff needs within this multicultural environment present to the PREP Training Specialist as a planner. These are presented in the form of research hypotheses and objectives.
    A. To develop a training design that is flexible and provides systemic procedures to identify and meet changing program and staff needs in a sustained and sustaining manner.
    B. To utilize an experiential learning process, the Whole Language approach, to increase understanding and application of training content by Filipino teachers in PREP classrooms.
    C. To replicate a problem-solving process that may be used independently by teachers as they seek to improve their teaching skills in dealing with the daily challenges presented by instructional content, students' skills and needs.

Chapter II is a review of relevant literature. It describes the Whole Language philosophy as an instructional approach that is learner-centered and learner-paced. Harp[3] identifies teacher behaviors that make this approach operational in classrooms and thus provides some guidelines for improved teaching performance with the teacher as facilitator and planner of student-centered learning.

A discussion of Filipino culture deals with the high degree of group-orientedness of the Filipino people as it may affect their child-rearing practices, learning styles and educational experiences. These acculturated perspectives form a view of the teaching-learning process, and possibly a teaching style, that is authoritarian-passive and teacher-centered. The differences between this approach and that promulgated by the Whole Language philosophy are described. These differences have a variety of implications for a teacher-training program that seeks to implement an instructional style and attitude based on the Whole Language approach.

A description of the adult learner follows. It is posited that cognitive maturation across cultures follows the same pattern of development, but that the timing and actual attainment of different levels may vary across cultures.[23] Current theory on adult cognition extends and expands the Piagetian schema for cognitive development beyond childhood. It describes an additional stage that is particular to adult cognitive development --- problem-finding --- as the very highest level of cognitive development. Problem-finding skills depend heavily on the existence of solid problem-solving skills, or formal operations as described in the Piagetian schema.[40] The manner in which these cognitive levels are attained is through the same accommodation-assimilation process described by Piaget.[37] The role of experience and practice in learning is highlighted.

Research in adult education principles and practices establishes the need for perceived relevance, feasability and value of training content to adult learners. It posits formative and summative assessment as a vital part of this process, both to the learners and to program planners.

Liebermann describes the traditional trial-and-error approach that most teachers use to learn to do their job.[51] She suggests the development of an experienced-based training program as an effective way in which to capitalize on existing learning avenues in order to help teachers improve their teaching performances. A focus on teaching behaviors and experiences as opposed to theoretical abstraction can provide content that is relevant and observable. Changes can be effected and documented by both teachers and trainers.

Jones suggests that teachers learn to teach by 'doing theory'.[61] Theory thus becomes an expanding body of operational strategies, i.e., behaviors. This author's training techniques, in themselves, provide a model for the kind of teaching that she wishes to see her teacher-trainees use in classrooms with their young students.

The trainer as facilitator can structure an experienced-based, learner-centered process which promotes the development of critical thinking skills and strategies, problem-solving and problem-finding.

Apps (1981) and Bohman (1968) suggest that good facilitation skills by the trainer as well as constructive interpersonal relationships with trainees are crucial factors in trainee commitment to and perseverance in the training program.

The research generated a series of considerations that have shaped the purpose, process and content of the PREP inservice teacher-training design.

1. Purposes
   - A. To build bridges across cultural differences (American and Filipino) and reinforce similar and mutual understandings as they relate to teacher reception, understanding and application of training content.
   - B. To use the Whole Language approach in the teacher training process as a model for its use by teacher-trainees in PREP classroom teaching.
   - C. To promote teacher independence in making educational decisions by facilitating the development of critical thinking and on-going learning skills.

2. Processes
   - A. To utilize initial and periodic formative assessments of the training design as a basis for making necessary changes in it, in order to ensure its continuing viability. To facilitate assessment of progress toward the achievement of implementation of training content by trainees.
   - B. To use classroom experience-based learning as training content; to reinforce planning, experimentation and analysis as valuable teacher-learning tools.

C. To focus on active implementation, teacher behaviors, as the litmus test of trainee understanding of training content. To develop methods for observing, analyzing and modifying these behaviors.
D. To translate theory, 'what', into specifics of practice: 'how.'
E. To provide clear expectations, guidelines, support and resources --- ideas, activities, models --- to trainees.

3. Content
A. Based on an assessment of training content needs among trainees vis-a-vis implementation of the Whole Language approach in the classroom.
B. Based on on-going implementation of the training objective in PREP classrooms.

Chapter III describes the methodology used to develop, field-test and evaluate the training design. The initial needs assessment and research determined the shape of the training design, including the determination of training content. The training design was then field-tested in the first training cycle from January to July of 1990. The final evaluation in 1990 had two parts: assessment of training content, related to the achievement of the training objectives that each team worked on; and training process and content needs reassessment using, again, the Learning Needs Assessment (LNA) and the Teaching Competencies Checklist (TCC). This was conducted as a formative assessment for the subsequent training cycle in 1991. Information gathered in this phase was used to reformulate the training design. The research design became, in essence, the format for the on-going training design with some additional procedures built in to facilitate intra-program coordination of efforts to assist the training program in its purposes.

Chapter IV presents a comparative and then summary description of the responses gathered pre- and post-training cycle related to training content and process needs. It also offers assessment data related to the evaluation done by each team describing progress toward achievement of its training objective. Recommendations for the original structure of the training design for 1990 are described. These are based on assessment and research data from 1989. Recommendations for modifications to the original training design for the 1991 training cycle are also described.

Chapter V is a training manual developed for trainers of PREP teachers. It describes procedures developed through the interpretation of the data gathered through the 1989 and 1990 needs assessment and reassessment process as described in Chapter III and IV. The trainer expects that continuing reassessment using the training design model will provoke continuing modifications and refinements of the training procedures currently in place as need indicates.

Summary of Findings and Recommendations/Reformulations

Data from responses to the LNA and the TCC for 1989 and 1990 are presented here. Data from the evaluation of training content as it relates to training process and content is also described as it becomes part of the feedback content for formulating design and content for the subsequent training cycle. Consequent recommendations for training design are described for both 1990 and 1991 training cycles.

Assessment of training process needs. In the initial needs assessment (1989), teachers and supervisors felt that the training design in place since 1987 did not fulfil their training needs. They asked for:

1. Follow-up support --- time, materials, demonstrations, coaching --- by training staff, a more sustained focus, coherent organization and presentation of topics. (See Appendix B for a list of the training presentations offered from 1987-1989). They requested a more systematic and thematic approach to training content and process.

2. Training more related to teacher needs. They wanted to meet in smaller, more cohesive, interest and skill-related groups. They were amenable to meeting at any time during the day or evening.

3. Training sessions in which they could actively participate.

The subsequent design developed from this information, as well as from the research. It included:

1. Training done within each team on a weekly basis at a time acceptable to all participants. There were morning, afternoon and evening sessions arranged. Each session was for a duration of two hours.

2. Participation of the supervisor was voluntary. Some became more involved than others. Involvement ranged from co-facilitation with

trainer and participation in the demonstration and observation process, to non-attendance.

3. Establishment of the training procedure essentially described in the training manual (pp. 89-164).
   A. Positing of a training objective, selection from options identified through the TCC.
   B. Weekly training input sessions alternating with demonstration and observation visits to participant classrooms during the intervening days. Use of an experience-based learning approach in the training sessions.
   C. Development of an assessment procedure to evaluate participants' progress toward achievement of the training objective in each team.
   D. Reassessment of training design (LNA); assessment of training content needs (TCC) for the subsequent training cycle.

At the end of this training cycle in 1990, an analysis of responses gathered from the LNA and TCC was completed. Along with information (training and non-training concerns) gathered through the evaluation of training content, this information helped to restructure the training design for the subsequent cycle, to identify program conditions that could be improved to facilitate implementation of training input and improved instruction in classrooms, to identify 1991 training content options.

In 1990, teacher-trainees essentially affirmed the value of the training design during the reassessment process.

1. To continue to encourage implementation procedures: follow-up, demonstration and observation, feedback, reflection and sharing.

2. To continue to address teacher concerns and needs.

3. To provide more how-tos: demonstrations, help with lesson planning, materials, suggestions for activities.

4. To institute greater use of the peer coaching system initiated during the training objective evaluation process.

5. To provide more time for teacher-trainees to do independent lesson-planning and preparation.

6. To actively engage the supervisor in the training process and to better coordinate demands made by trainer and supervisor on trainees' time and energy.

Evaluation of training content: 1990. Trainees selected the following training objectives to work on for the 1990 training cycle.

1. To develop and facilitate simultaneous small-group multilevel activities in the classroom. (Five teams)

2. To increase the verbal and non-verbal participation of students in instructional activities.

3. To assess student learning in a particular curriculum area.

4. To facilitate independent work activities for students in the classroom.

Trainees made the following suggestions for training process as they analyzed their progress toward achievement of the training objectives. Training content issues were recorded as a result of needs perceived during the analysis. Non-training program conditions which impacted on training were also identified, with suggestions made for possible improvements.

1. Training Process.
   A. More resourcing (concrete ideas, suggestions and activities) from trainers.
   B. Increase the incidence of peer coaching, demonstration and observation during the training cycle.
   C. Increase teacher confidence in the value of their own experience. This concern was inferred by the trainer. Five different teams generated five different recipes for the concurrent facilitation of small group multi-level activities in the classroom. This caused great dismay --- which one was the right one??

2. Training Content Issues.
   A. To develop procedures for facilitating small-group multilevel activities in the classroom.
   B. To develop the rationale for the uses of assessment as an instructional tool and for record-keeping.

C. To understand the rationale for and gain practice in the use of different instructional venues: direct teaching, guided practice, review and enrichment, pre-focus and bridging.

D. To develop routines that encourage greater independence on the part students: giving directions, completion of multiple tasks, monitoring of one's own work.

3. Relevant Non-training Issues.

A. More time for teachers to do independent lesson planning and preparation.

B. Increase accessibility to instructional materials and reproduction facilities.

C. Provide a curriculum bank for successful activities that have been tried out during the training cycle --- particularly those that complement each other well.

D. Limited space of classrooms is a consideration when designing a group of activities: noise level, space appropriate to activity planned, etc.

Reassessment of Training Content Needs (TCC) 1990: The summary of training content needs is not dealt with progressively, as is the data about training process gathered from the LNA. There does not appear to be a great change in those needs vis-a-vis the perceptions of trainees (responses to the TCC) and confirmatory data offered through the evaluation of training content. There seem to be four large and continuing concerns: Teachers feel the need to be able:

1. To better match instructional techniques and transmission of curriculum content to student needs and experience by increasing teacher understanding of and skill in assessing:

A. Student developmental levels and learning styles.

B. The rationales and strategies for utilization of different instructional techniques and presentation of curriculum content; planning skills.

C. Impact of instruction on student learning.

D. Communication of content to students.

2. To increase the incidence of student-centered learning and student participation in instructional activities occurring in PREP classrooms.

3. To better understand the role that culture plays in the transmission of information and formulation of intercultural understanding.

4. To manage the behavior of students more effectively. (This concern is extricably related to objectives 1-3. Attention to these could. eliminate the need for this last objective. (This statement reflects trainer's perception and experience.)

Reformulation of the Training Design: 1991. The training design was modified in the following ways for the 1991 training cycle. Some of these reflect changes in program conditions (non-training items). Some of these are alterations in the training process itself.

1. Supervisors became formally involved in the training process: as collaborators; as surrogate trainers in demonstration, observation and assessment activities; as resource persons.

2. The training objective was imbedded operationally in the Growth Contract agreement between supervisor and teacher. This would include extended monitoring and support of the teacher (by the supervisor) beyond the end of the training cycle, and facilitate the uninterrupted focus of the trainee.

3. Peer coaching, demonstration and observation was instituted on an alternating basis with trainer or supervisor demonstration and observation throughout the training cycle.

4. Increased independent planning and preparation time for teachers was provided from scheduled non-training team time.

5. Periodic large-group, cross-team trainings related to on-going training projects were instituted --- generally in a sharing format.

6. Work time was provided from trainers' schedules to resource themselves in order to be able to resource trainees more effectively and more relevantly.

7. A task force was set up to reformat procedures and purposes of the Materials Room to provide greater accessibility to instructional materials by teachers.

8. Trainers hoped also to reinforce teacher confidence in the value of experience as a source of reflective knowledge and subsequent planning and preparation.

Coincidentally, curriculum writers began to work on a new curriculum format which includes a description of learning outcomes and suggestions for use of a variety of instructional venues (e.g., direct teaching, guided practice, review and extension, prefocus and bridging) as it provides content for the topics covered in the curriculum.

A committee was activated to develop a procedure and format for the integration of student assessment into instruction.

Conclusions

The literature on adult learning and adult education suggests that value, relevance and feasibility are the criteria by which a learning experience is measured. The overriding focus of this study has been on the training process and it would appear that two of these criteria have been met successfully. Value and relevance were perceived by trainees in the eventual ability to implement a procedure determined by them as necessary and appropriate; they were able to identify many benefits that derived from the use of new skills: increased knowledge of students; improved classroom manageability; seeing children grow confident; seeing children work and learn independently.

Feasibility of the training objective depended upon increased access to instructional materials, increased independent planning and preparation time, closer collaboration between trainers and supervisors in order to focus on practice of and support for learned strategies more intensively and extensively. These are essentially non-training program issues, and were dealt with (i.e., modifications were made) in the 1991 training cycle. A big need was for trainers to give themselves additional time for self-resourcing in order to support and guide teachers more effectively.

At the end of the training cycle, a group of teachers elected to develop a handbook and video related to the facilitation of small group multi-level instructional activities. They collected comments from teacher-trainees who had worked on this training objective. These comments appear to reflect an understanding of the training process utilized to help them develop strategies to achieve their training objective. Hopefully, this kind of thinking: reflective, problem-solving and operationally-oriented, will become a self-appropriated tool to be utilized by trainees as they seek to improve their own teaching --- independent of a training program.

The use of MLA (multi-level activities) has very big positive influence on me. I've had the experience of being in a pilot class in a pilot school where MLAs have been used. I can very well say that this has helped me a lot to become. I am now willing to explore and willing to try new things and new ways. (p. 13)

Regarding one's teaching skills, one must do research, read, observe other teachers, design and develop one's own activities and managing system, field test it, document developments ... and share them with the team ... this way you can get additional help from the team through their reaction. This is a way to refine an approach that you may use in doing MLAs and developing activities ... experience counts ... also getting some kind of back up input from one another and from teachers who have been using MLAs for a long time is very helpful. (p. 8)

I've learned to prepare things very well. (p. 21)

One teacher suggested using behavior modification charts, it helps in classroom discipline. (p. 8)

Have plans ... identify revisions and implement them the next time. (p. 14)

After dividing the group and letting them do the task, students might start talking to each other. The underlying problem is that students do not know what to do. So, before starting an MLA activity, provide some clarifications and instructions before asking the students to do the task. (p. 19)

One problem that arises is the noise of the students in doing the activity. Usually that happens if the instructions you gave are not clear ... thus, the second time I did the activity I saw to it that all my instructions were clear and simple. (p. 27)

Thus, all of us in the team decided to place a box at the back of the classroom where finished work will be

> place(d). (p. 27)
>
> As a solution, I put up written rules. (p.27)

The value, relevance and feasibility of training content to teachers is more difficult to assess. Obviously content is chosen by the trainees and to this degree it reflects perceived need. Teacher needs to 'manage the behavior' of students is a continuing high priority concern. The value and relevance of training content very often appears to be judged by this. Increased student activity in the classroom independently and in small groups, as opposed to traditional large group teacher-directed presentations, was seen as helpful in managing student behavior. Getting to know students better so that instructional activities more appropriately matched their needs and interests was also seen as an advantage. True feasibility of training content was often seen as difficult to achieve: planning and preparation require considerable time and skill from the teacher; this was seen as a negative factor.

A look at the continuing training content concerns identifies teacher needs for continued skill development in the areas that address the underpinnings of effective planning: increased knowledge of learner development, increased knowledge of rationale and strategies for the presentation of curriculum content. It does not appear that these concerns will be resolved in the short term.

Inclusion of feedback to program managers has helped to make modifications in some program areas which can then be more supportive of training goals and processes. The feedback process functions as a way in which program managers become cognizant of, and are regularly informed as to the instructional concerns and issues of teachers and supervisors. This can become a two-way avenue of communication as decisions are made about training content and training process prior to the beginning of the training cycle.

Critique of Research Design

As the author of this training design, I need to state my biases and operating assumptions. I am an experiential learner; as such, I am committed to that particular view of the teaching-learning process. I have been trained as a special education teacher, and believe that instruction is learner-centered and learner-paced.My prior training in assessment and observation techniques, and in prescriptive instruction,

has lent itself not only to providing technical help and resources to teachers in PREP classrooms, but also to the process of training teachers.

The interpersonal strategies I may use as a trainer reflect a particular understanding of myself as a culturally-influenced being with needs to communicate with trainees who, in addition to individual learning needs and styles, reflect a different cultural perspective which must be somehow understood by the trainer (me) if some transaction is ultimately to occur between us. That transaction results in some kind of learning outcome or implementation by both trainees in PREP classrooms and the trainer in the teacher-training process.

I have chosen to emphasize a training process --- fluid and flexible, based in continuing systemic assessment and understanding of the context and the client. My focus has been on the development of strategies, by teachers, to effect their visions and/or deal with their challenges.

The research hypotheses describe two possible consequences for this study: improved teacher training and improved instruction in PREP classrooms. The present research design, however, speaks only to the first: improved teacher training.

It deals only minimally with the second outcome, improved instruction in PREP classrooms. Demonstration and observation events, whether as part of the training, or of the assessment process, focus on actual teaching behaviors in a very limited fashion and for a very limited time. Necessarily, the scope is curtailed to look at certain pre-identified behaviors within the very large and undefined area of 'improved teaching'. Modifications can be made in the research design so that it would more directly speak to this second outcome, 'improved teaching'.

All teachers were training participants. There was therefore no opportunity to compare the training design with another, except through the recall and recollection of past experience; no control group existed.

A caution is in order concerning data analysis and use. Responses to the Learning Needs Assessment portion of this research design are analyzed and ranked in terms of a frequency of response count across teams. It relies heavily on trainer interpretation. The identification of equivalent responses, the use of paraphrase and synthesis helped this trainer to determine the relative pervasiveness of training concerns and training content needs, and to determine underlying patterns of these; nevertheless, data analysis for the LNA is highly dependent upon evaluator interpretation.

The process of data analysis and interpretation is also very difficult to explain to a third party; replication without further trainer demonstration or assistance might be difficult. It is possible that these difficulties could be lessened with a reformulation of the LNA tool to allow for more choices from among existing responses that have been previously categorized, such as has been done with the TCC. Data analysis and ranking is much simpler for the TCC assessment tool.

Recommendations

Research Design. The current design does not address the hypothesis that improved teaching will occur due to the instigation of this particular training design. To address that hypothesis, a researcher would need to perform an observational sampling of teacher-trainees over time, utilizing the Teaching Competencies Checklist (TCC), or a form commensurate with this, that would identify specific teacher and student behaviors or conditions that one would see occurring in a Whole Language classroom. Training participants would rate their own competency, as they now do. In addition to this, the researcher would conduct an observational sampling of these competencies, pre- and post-training, perhaps at regular intervals. This could provide, over time, a measure of achievement of improved teaching as defined by behaviors and conditions identified as observable components of the Whole Language approach.

Training Design. I conclude that this training design can be used in a variety of circumstances where sustained implementation of training content appropriate to the context is desired. Particularly valuable in an intercultural situation, it can also be used intraculturally where differences in perspective and miscommunication may only be more subtle, less evident. Certainly it is applicable to teacher-training, however content need not be limited to this. Small enterprise training and development, health care and education, community development and skills training are all areas of possible use. The focus remains the same, whatever the content: skill-building through development of problem- solving strategies that may result in sustained appropriation and implementation of new techniques that are relevant to the needs of the trainees and the conditions and organizations in which they operate.

APPENDIX

APPENDIX A

Bill Harp

When Your Principal Asks: What Should Principals See Teachers Doing When Evaluating Whole Language Teachers?

As the school year drew to a close, you, the principal, and your colleagues had a lively discussion about what principals should see children doing when evaluating the work of whole language teachers. That conversation in the spring led to two goals for this fall: you would refine the list of things the principal should see children doing when evaluating the work of a whole language teacher, and you would attend to the things the principal should see the teacher doing.

In your enthusiasm about the topic of what the principal should see teachers doing, you volunteered to lead a task force of teachers who will answer the question. The principal has scheduled your presentation for a faculty meeting in two weeks. What will you say?

You are reminded of Ken Goodman's (1986, p. 25) statement that whole language teachers believe there is something special about human learning and human language. They believe all children have language and the ability to learn language, and they reject negative, elitist, racist views of linguistic purity that would limit children to arbitrary "proper" language. Instead, they view their role as helping children to expand on the marvelous language they already use. Whole language teachers expect children to learn and are there to help them do it.

Teachers are Set Directors rather than Educational Technocrats

In whole language classrooms the teacher spends more time on creating an environment in which children are free to communicate, explore, experiment and take risks than in direct instruction. When the principal walks into the whole language classroom he or she should have the feeling that the room is foremost the children's, rather than the teacher's.

Teacher Relatively Invisible

The teacher may, at first, be difficult to find when the principal enters the room. He or she is likely to be kneeling at eye level with a child, discussing a writing piece. The teacher may well be on the floor working an experiment with a group of children, or doing guided reading activities. In short, the teacher is more likely to have melded into the group of children rather than be positioned in front of them, lecturing. This is not to say that whole class instruction is inappropriate in whole language classrooms—it just isn't the norm.

Attention Focused on Activities of Children

The attention of the principal should be drawn to the activities of the children as evidence that the classroom is student centered and teacher guided rather than teacher directed. You are reminded of the difference between reading a story to children and telling them to write about it as opposed to reading a story to children and asking "What would you like to do with this story now?" The second way of handling children's responses puts them in charge of their learning and leads to a far greater variety of responses than you would ever think of on your own.

Teacher Creates Ways for Children to Behave as Real Readers and Real Writers

The teacher has created an environment that invites children to use reading and writing for authentic purposes: to communicate, to persuade, to inform, to entertain—both as receiver and responder. For example, children do not write pretend addresses inside rectangles printed on paper. They address envelopes because they have mail to send to someone for important reasons. When children have read a piece they respond the way real readers respond to literature. They don't get out the papier-mâché and create a three-dimensional representation of a character. Instead they tell someone about the book, they read another book by the same author, they recommend the book to a friend, they research something that piqued their curiosity, or they do nothing. They respond to the literature the way real readers respond.

Children Behave as Real Learners

The teacher has created a learning environment that invites children to explore, to experiment, to investigate—to take responsibility for their own learning. Real learners assess what they already know, determine what they need to learn, and plan strategies for learning. The principal observing the work of a whole language teacher should see evidence that the teacher has handed over much of the responsibility for learning to children. Thematic and other units should begin, for example, with a discussion of what the children already know about the topic (maybe charting the information) and concluding with planning for how they will learn what they want to learn.

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There should also be evidence that the teacher understands that his or her function is to create an environment that will take the child further along the learning path than the child could achieve by him or herself—Vygotsky's (1978) notion of the Zone of Proximal Development. Whole language teachers understand that there is a distance between what learners can accomplish on their own and what they can reach through the help of a teacher and others. This distance is what Vygotsky called the Zone of Proximal Development. In creating a classroom environment the whole language teacher plans for cooperative/collaborative learning links from children to children and from children to teacher.

The Teacher Is Focused on Strategies as Opposed to Basic Skills

The whole language teacher recognizes the importance of teaching basic skills when needed, but the focus of attention is on the degree to which children are mastering strategies in a classroom that is process oriented, rather than product oriented in literacy.

Knows which Strategies Children Use

The teacher can engage the principal in conversation about the fact, for example, that Roberto is now making predictions when he reads, and that he has strategy for rereading when he cannot confirm those predictions. The teacher can tell which children are learning to sample from the myriad of cues on the printed page to make predictions. He or she can offer evidence that children are integrating what they read with what they already know. Those children who have strategies for dealing with unfamiliar words can be identified.

Basic Skills are Taught in the Context of Authentic Literacy Experiences

Rather than making extensive use of workbooks or work sheets, the teacher will teach and reinforce knowledge of "basic skills" as children are making real use of language to communicate. For example, the teacher might point out and discuss certain text features while introducing an enlarged text story. Review of the "short /a/ sound" might be made as the title to a story is being discussed or as a child inquires about how to spell "attic." The teacher is well aware of the basic skills that have been learned and that need to be reinforced, but those needs are met in real communicative contexts, not in artificial drill and practice lessons.

The Teacher Is a Learner.

Evidence should exist in both classroom practice and professional development activities that the teacher is a learner. The whole language teacher operates from a solid knowledge base that is soundly rooted in language development, linguistics, psycholinguistics, sociolinguistics, anthropology, and education. Whole language teachers are professionals who carefully critique their own work, collaborate with other professionals, and take responsibility for their success and failures. They expect to be granted professional freedom to perform in the best ways they know, and they expect to be held accountable. All of this should be taken into account when evaluating the work of a whole language teacher.

The Teacher Is Able to Engage in Conversation about Developmental Processes

Discussions of "grade level" have given way in whole language classrooms to discussions of the uses of processes and strategies. Instead of looking at artificial grade boundaries placed over curriculum, teachers are looking at children coming to literacy in developmental ways.

Knows how Children Are Using the Cueing Systems

The teacher will be able to engage in conversation about children, for example, who in the fall were relying primarily on graphophonic cues with little attention to creating meaning. The teacher will now be able to describe how those children are making increasingly more miscues that have semantic and syntactic acceptability. The whole language teacher is an observer of children. He or she will be able to describe ways in which children are making increasingly more sophisticated use of the cueing systems in reading.

Knows How Children Are Using the Writing Process

The teacher will be able to share writing portfolios with the principal and document ways in which each child's writing is advancing. It will be possible to document that, instead of grading writing pieces, the process of writing is evaluated. The editing group or editing committee is the primary responder, and children write several ever-improving drafts.

The teacher can describe where each child is along a developmental continuum in the movement from emerging reader and writer to developing reader and writer to maturing reader and writer.

You are confident that your group will offer good answers to the question of what the principal should see the teacher doing in a whole language classroom. You even feel a rush of excitement about how far your group can move evaluation of teachers if you combine this work with the work you did in the spring on what the principal should see children doing in whole language classrooms. You have a long way to go, but you've made a good start.

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APPENDIX B

Formal In-service Training
April 1987-August 1989

(Training Topics below are normally two (2) hour sessions except those with an asterisk (*); total number of hours for these sessions is indicated in the parenthesis.

Seminar Title	Date
PREP Philosophy by Else Hamayan* (4)	Jan. 28-29, 1987
Curriculum Activity Writing	Feb. 9, 1987
PREP Design	Feb. 23, 1987
Curriculum Activity Writing & Underlying Theory in PREP Design	Feb. 25, 1987
Whole Day Literacy Workshop* (7)	Mar. 10, 1987
Full Day Math Workshop* (7)	Mar. 11, 1987
Classroom Management	Mar. 18, 1987
PREP Orientation to All Teachers	Mar. 23-26, 1987
Review Approaches: Math, Guided Recess, Enrichment, Literacy	Mar. 30, 1987
Demonstration and Practice Teaching: ELU Activities in Small Groups	Mar. 31, 1987
Demonstration of Math and Literacy: Implications for Methodology and Classroom Management	Apr. 1, 1987
Practice Teaching of Math and Literacy: Discussion and Reflection	Apr. 2, 1987
Procedures for Materials Sign-out	Apr. 5, 1987
Camp Orientation	Apr. 6, 1987
New Lesson Plan Format	Apr. 7, 1987
PREP Policies and Procedures	Apr. 9, 1987
PREP Materials (YES, Experience in English, Peabody, Big Books, etc.)	Apr. 21, 1987
Creative Writing Techniques	Apr. 22, 1987
Teacher Record Keeping (Attendance, Performance)	Apr. 23, 1987
Lesson Planning: Theory and Practice	Apr. 24, 1987
Materials Review: Rainbow Kits, Spectrum Kits, TPR Kits, Musical Instruments, Games	Apr. 28, 1987
Use of Bilingual Aides	Apr. 29, 1987
The Natural Approach I	May 5, 1987
The Natural Approach II	May 8, 1987

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Setting Your Professional Goals	May 15, 1987
The Natural Approach	May 18, 1987
Refugee Culture I	May 19, 1987
Elementary Schools in the U.S.	May 20, 1987
Refugee Culture II	May 22, 1987
Parent/Teacher Conference	May 26, 1987
Refugee Culture III	May 29, 1987
Vietnamese Culture Orientation	Jun. 3, 1987
Literacy	Jun. 10, 1987
Building Children's Self-Esteem: Methods for Encouragement and Cooperation Leading to Language	Jun. 17, 1987
Parent/Teacher Conferences: The Whys and Hows	Jul. 1, 1987
ILAB Test	Jul. 15, 1987
Literacy: The Process Approach: Part I	Jul. 21, 1987
Games for Team Development	Jul. 22, 1987
Literacy: The Process Approach: Part II	Aug. 5, 1987
Literacy III: Beginning Writing	Aug. 5, 1987
Big Books Literacy: Shared Reading	Aug. 6, 1987
Shock Language Lesson: The Natural Approach	Aug. 12, 1987
Home and School Communication	Aug. 17, 1987
Enrichment Fair: Use of Arts and Music	Aug. 26, 1987
Math Part II	Sep. 2, 1987
First Aid Training	Sep. 23, 1987
Intro to Math: Else Hamayan* (4)	Sep. 30, 1987
Literacy: Shared Books and Beginning Writing* (4)	Oct. 5-6, 1987
Math Series: Exploration and Discovery	Oct. 12-16, 1987
Intro to New PREP Math Curriculum	Nov. 11, 1987
AM/PM Sharing a Classroom: Working Cooperatively* (4)	Nov. 18-23, 1987
Pair Teaching	Nov. 25, 1987
Living in a Multi-Ethnic Society: Refugees	Nov. 27, 1987
Intro. to the Hmong: A Hill Tribe People	Dec. 2, 1987
Integrating Videos with PREP Curriculum	Dec. 9, 1987
Understanding Effects of Trauma on Young Children	Jan. 27, 1988
Incorporating Vietnamese and Cultural Activities in the Classroom	Feb. 3, 1988
Follow Up Session: Serving Children with Special Needs	Feb. 10, 1988

Working with Hmong Children and Their Families	Feb. 17, 1988
"Talking Together": Science Activities	Mar. 9, 1988
Follow Up to Science I	Mar. 16, 1988
Incorporating Khmer and Lao Cultural Activities into the Classroom	Apr. 8, 1988
Songs in the PREP Curriculum	Apr. 19, 1988
Preparation for Visiting an American School	Apr. 21, 1988
Subic Bay School Visits*(4)	Apr. 22, 1988
TESOL Report: Current School Practices in U.S.	Apr. 27, 1988
Subic Bay School Visit* (4)	May 5, 1988
Introduction to New Books	May 12, 1988
Sharing a Room	May 18, 1988
Sharing Fair: Follow-up Activities for Extending Language Use: Teacher-Developed Activities	May 25, 1988
Filipino Culture Through History	Jun. 1, 1988
Classroom Management I	Jun. 22, 1988
Classroom Management II	Jun. 29, 1988
Classroom Management III	Jul. 5, 1988
Setting up Sustained Silent Reading in Classroom	Jul. 13, 1988
Classroom Management Follow Up	Jul. 20, 1988
Teacher Aide in the Classroom	Jul. 27, 1988
Rainy Day Games	Aug. 3, 1988
Green Circle: Linda Kern	Aug. 10, 1988
Green Circle Follow-up Activities	Aug. 17, 1988
Classroom Open House: Teacher Developed Activities	Aug. 24, 1988
Movie: The Miracle Worker (Language Acquisition)	Aug. 31, 1988
Setting Up Classroom Environment	Sep. 21, 1988
Mid-Autumn Festival (Tet Trung Thu)	Sep. 28, 1988
Five Step Techniques for Writing Poetry	Oct. 5, 1988
Sunny Day Games	Oct. 12, 1988
Mini-Sharing: Arts, Crafts, Music, Dance in Curriculum	Oct. 19, 1988
Fall American Holidays	Nov. 16, 1988
Stress Management: Promoting Low Anxiety Classrooms	Nov. 23, 1988
Cycle Start Up	Dec. 6, 1988
Health Fair/Medical Training: Health and Nutrition	Dec. 7, 1988
Cycle Start Up: What You Need to Know	Dec. 9, 1988
Shared Reading:	Dec. 9, 1988

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PTO Overview	Dec. 12, 1988
Promoting Mental Health/Stress Management in Classroom	Dec. 14, 1988
BA Worknight: Setting up Language Centers in Classroom	Jan. 11, 1989
Multi-Level Class I	Jan. 18, 1989
Multi-Level Class II	Jan. 25. 1989
Multi-Level Class III	Jan. 31, 1989
TET Celebration/Workshop	Feb. 1. 1989
BA Worknight: Develop Learning Centers	Feb. 8, 1989
Science Sharing Fair	Feb. 15, 1989
"To Sir With Love" (CO)	Feb. 22, 1989
Science Fair Follow Up	Mar. 1, 1989
Green Circle Activities/U.S. School Slides	Apr. 5, 1989
Native Language and Culture: Lao & Khmer New Year	Apr. 12, 1989
Songs in the PREP Curriculum	Apr. 19, 1989
TESOL Report: Current Trends in ESL	Apr. 26, 1989
Seminar Series:	
Arts for English	May 3 - Aug. 2, 1989
PREP Writing That Works	May 3 - Aug. 2, 1989
Elementary Math Teaching in ESL Classroom	May 3 - Aug. 2, 1989
Drama: Basic Acting	May 3 - Aug. 2, 1989
Vietnamese Language and Culture Seminar	May 3 - Aug. 2, 1989
Overview of PREP: Whole Language Philosophy	May 31, 1989
Non-Formal Assessment Technique	Jun. 1, 1989
Multi-Level Classes: Small Group Strategies	Jun. 2, 1989
Incorporating Peer Coaching Session	Jun. 5-6, 1989
How Students Become Code Breakers and Use Invented Spelling: Carol Urzua	Jun. 29, 1989
"Contextual Talk": Strategies for Giving Students Comprehensible Input: Carol Urzua	Jun. 30, 1989
Encouraging Authentic Writing: Carol Urzua	Jul. 6, 1989
"Writers' Conference": Carol Urzua	Jul. 6, 1989
Writing Workshop	Aug. 8-10, 1989

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FOOTNOTES

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